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ABSTRACT

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of October, 1998, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Topics include: scientists find trace fossil evidence of billion-year old worms, the impact of financial troubles on Russia's hospitals has devastating consequences, and U.S. fishermen struggle to make a profit in the face of a global tuna glut (October 1-2); diplomats debate the merits of air strikes as NATO prepares for punitive action against the Serbs, Brazil elections, the House Judiciary Committee votes along party lines to pursue an impeachment probe, Lilith Fair shared the wealth with local charities in 57 North American cities, the average American youth is getting heavier, and Indonesia's economic crisis is taking its toll on children in the form of malnutrition (October 5-9); budget deadline looms, Nobel Prize for medicine, factors responsible for violence in U.S. schools and what can be done to reverse the trend, Keiko makes his way in the waters of his original home off Iceland, and Netanyahu and Arafat in intense talks (October 12-16); Britain's arrest of Chile's former dictator Augusto Pinochet provokes reactions of both praise and outrage, Iraqi officials insist it's time to lift the economic sanctions imposed by the U.N., a blind painter creates fascinating images of things he has never seen, and Hollywood blockbuster films are dubbed for audiences in India (October 19-23); John Glenn's return to space sparks a renewed interest in Space Camp, the site of the Salem Witch Trials, a NASA invention helps one young woman win her battle with cancer, and the South Africa Truth Commission Report (October 26-30). (DLS)

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CNN Newsroom Classroom Guides. October 1998

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We are pleased with the enthusiastic response to CNN NEWSROOM we have received from educators and students nationwide, and we're excited about bringing this important resource into our nation's classrooms. If you have any questions about CNN NEWSROOM and how it can be used in your school, please call our toll-free hotline, 1-800-344-6219, weekdays between 9 a.m. and 5 p.m. Eastern Time.

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Louis C. Pugliese

Louis C. Pugliese
CNN NEWSROOM Project Director
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Big Sky Telegraph	Montana	406-683-7338
CSUNet	California	800-272-8743
FIRN/DOE	Florida	904-487-0911
GC EduNet	Georgia	912-454-2520
IdeaNet/DOE	Indiana	317-232-0808
KET	Kentucky	606-258-7000
Merrimack Educ. Center	Massaxhusetts	508-256-3985
NYCENet	New York	718-461-8756
Ohio Dept. If Education	Ohio	614-466-7000
PennLink/DOE/Teacher Pages	Pennsylvania	717-787-1831
SENDIT Project	North Dakota	701-237-8109
TENET	Texas	512-471-2400
University of Virginia	Virginia	804-924-0615
Virginia PEN	Virginia	804-371-7523

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Georgia Public TV-The Link	Georgia	404-756-2566
KCTS	Washington	206-443-6780
KMOS	Missouri	816-543-8122
KQED	California	415-553-2472
NewJersey Link	New Jersey	609-777-5087
PA Learning onLine	Pennsylvania	717-533-3548
South Carolina Educational TV	South Carolina	803-737-3397
UNC Public Television	North Carolina	919-549-7193
Vermont ETV	Vermont	802-655-4800
Wisconsin Educational Communications Board	Wisconsin	608-264-9688
WCFE	New York	518-563-9774
WCNY	New York	315-453-2424
WHRO	Virginia	804-489-9476
WLRN	Florida	305-995-2254
WMHT	New York	518-356-1700
WNET/Thirteen	New York City	212-560-6675
WSBE	Rhode Island	401-277-3636
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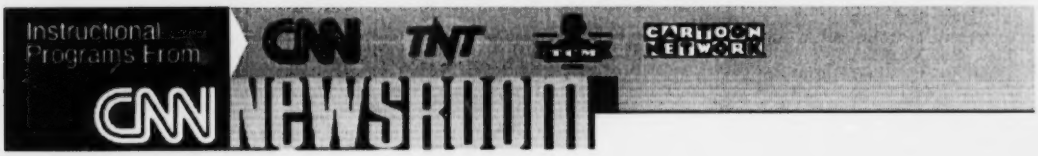
CNN NEWSROOM WORLDVIEW

Program Calendar

October 1, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:20**	1:20
Top Story	**Teachers: Please preview this segment.** The massacre of ethnic Albanians in Kosovo may prompt NATO action.	**4:10**	5:30
In the Headlines	N. KOREA TALKS RESUME	**1:00**	6:30
Science Desk	New lenses may offer hope to the colorblind.	**2:50**	9:20
Science Desk Extra	Scientists find trace fossil evidence of billion-year old worms.	**:45**	10:05
Special Series	Visitors to Boston's Freedom Trail walk the path of the American Revolution.	**7:00**	17:05
New Look!	Beginning Monday, CNN Newsroom takes on a new format!	**:55**	18:00
	TOSS TO CNN NEWSROOM WORLDVIEW	**1:00**	19:00
Top of the World	The impact of financial troubles on Russia's hospitals has devastating consequences.	**3:20**	22:20
Who, What, Where?	Brazil faces a nationwide budget crunch.	**2:20**	24:40
Inside North America	Researchers discover a whaling fleet at the bottom of an arctic sea.	**2:20**	27:00
Short Take	Traditional mariachi bands brighten life in Mexico.	**:40**	27:40
	CNN NEWSROOM CLOSE	**:20**	28:00



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Top Story

Crisis in Kosovo

Teachers: This video and some of its resource websites contain graphic depictions of violence that may be disturbing to students. Please preview.

1. Where is Kosovo? Why has Kosovo been the site of conflict in recent months? Who are the Serbs? Why are they at odds with ethnic Albanians in Kosovo? Why do the Serbs oppose independence for Kosovo?

2. What is "ethnic cleansing?" What happened in Kosovo this past Sunday? Who are many in the international community charging with these atrocities? How is the world community reacting? What indications are there that NATO may be preparing for military action? Describe the prospects for Kosovo's ethnic Albanians as winter approaches.

3. Why do students think there is not more widespread indignation internationally in response to the atrocities that are committed in the Balkans? Is there a lack of interest? A lack of understanding about the nature of the conflict? Generate a class discussion to find out what students know about the conflict in the former Yugoslavia and the international community's reaction to it. Then direct students to work in groups to learn more about the conflict and global response. Have groups share their information. Discuss the nature of this conflict and possible reasons why outside countries are reluctant to respond. Why do students think there is minimal indignation over this "medieval barbarism?" Next, discuss the effectiveness of the United Nations War Crimes Tribunal and NATO actions in the region. Do students think more should be done, or do they think these efforts are sufficient?

   EXTENSION: What is sovereignty? Discuss the idea, advanced by the Serbs, that Kosovo is part of Serbia and as such is under their total control. Generate a class discussion focusing on these questions: Does the principle of Serbian sovereignty over Kosovo conflict with the view of many western governments that Kosovo should be granted automony? Does the principle of sovereignty preclude outside intervention? How does this situation put the international community in somewhat of a moral dilemma?

LINKS:
http://cnn.com/WORLD/europe/9809/30/kosovo.02/
http://www.yugoslavia.com/Society_and_Law/Kosovo/default.htm
http://www.students.haverford.edu/vfilipov/index4.html
http://www.un.org/icty/index.html

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Science Desk

Color Perception

1. What objects within the eye are responsible for color perception? How do these cells relate to the primary colors of light: red, blue, green? Why do you think this is so? What is the name for the condition where a person's eyes cannot identify colors accurately? What product has been developed to assist people with this problem?

2. How is the process of color perception explained in this story? What kind of cell tissue is present in the eye? When a person has two few cones sensitive to a specific color, or when their cones are not sensitive enough to pick up less vibrant shades, what do you think happens to color perception? How do you think these new glasses correct this problem?

3. Have students perform the following experiment in groups of three and record results: Have students cut pairs of one inch by one inch squares out of at least four different colors of construction paper. One student will be the caller, one the card mover, and one the recorder. Without telling the caller which color cards he/she is using, have the mover place squares of the same color six inches to the left and right of the caller's head behind his or her ears, so it is not yet in peripheral vision. Slowly, have the mover move the cards forward. Using only his/her peripheral vision, the caller calls out the color the very first moment he/she perceives the cards being there. Have the recorder record both the response of the caller and the actual color of the cards. Have each member of the group take turns going through all the cards and then discuss the differing results. Hint: because the cones are toward the center of the retina, the perception of color in peripheral vision is not accurate!

LINKS:
http://www.mirrors.org.sg/neuron/retina.html
http://www.photo.net/photo/edscott/vis00010.htm
http://www.hhmi.org/senses/b/b120.htm

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Special Series **Special Series**

Settling America: Boston

1. What is the Freedom Trail? What are some sites visitors can see on the trail? What events took place at each of these sites? Encourage students to use the Internet (see first website below for one example) to take a virtual tour of the Freedom Trail.

2. How do costumed interpreters along the Freedom Trail make history come alive for visitors? Discuss how the interpreters help to humanize those we associate with Colonial America and the fight for American independence. Review some of the famous people whose homes and meeting places CNN Newsroom has visited throughout this special series. Direct each student to select one of these individuals or any other one

who is remembered for his/her contribution to early America and conduct research to learn more about that person. Then have each student reenact a speech delivered by this person, read a letter this person may have written one of his/her contemporaries, or roleplay a meeting with another person of that time. Encourage students to dress in clothing appropriate for that time period, if possible.

3. The places along the Freedom Trail have witnessed many speeches, rallies and ceremonies connected to the American Revolution. Along the Freedom Trail one also finds the homes of some of the great American patriots. Challenge students to relive a piece of history as witnessed by these places. Have each student choose one site and tell the story of what happened there from the perspective of that place (i.e., using personification to "speak" as the house, meeting hall, church, field) in the form of an essay, poem, short story or musical lyrics. Have students present their efforts to the class.

4. Focus students' attention on the historic places seen on the Freedom Trail. In general, how old are these buildings? Were they always destined for preservation? Direct students to the third website below to learn more about how the Paul Revere House was saved and restored. Recall previous segments on Jamestown and Williamsburg, where restoration efforts were discussed. Divide students into small groups, and have each search for information about a local or national site that has been preserved for its historic value. Have each group create a website, visitor's guide or information brochure about this site and its historical significance.

LINKS:
http://www.ci.boston.ma.us/urbanenvironment/freedomtrail.html
http://www.siteprod.com/users/dansite/site_boston.html#LINKS
http://www.paulreverehouse.org/memassoc.html

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Editor's Note

Editor's Note

TODAY'S NEWS TERMS

atrocities	**civil war**	**autonomy**	**color deficiency**
cones	**color perception**	**Freedom Trail**	**American Revolution**

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CNN NEWSROOM WORLDVIEW

Top Of The World

Russian Hospitals

1. Why is Russia's current financial crisis having such a dramatic impact on hospitals? How is this crunch affecting patient care? What fears do doctors have concerning the future? What are the priorities of a hospital that cannot provide full services to the community? Do you think this is a practical compromise? Why or why not?

2. On whom does the financial burden for health care fall? Why are citizens having a hard time affording food and medicine? Explain why people who need hospitalization are often the least able to pay. Are severe measures indicated if they allow hospitals to remain open? Cite reasons to support your answer.

3. Challenge students to perform "financial triage" on Russia's beleaguered hospitals. According to the video segment, the health care system is currently functioning with one quarter of the revenue it previously generated. Lead the class in a brainstorming session in which they list all the goods and services supplied by a hospital to its patients. Write these on the board. Next, ask them to eliminate 75 percent of the items on the list as cost-prohibitive. Follow up with a discussion. What are the priorities? Is it possible to maintain a health care system on a severely limited budget? Can students devise alternative financing strategies to improve the situation?

LINKS:
http://www.yabloka.org/conditio.html
http://www.itaiep.doc.gov/bisnis/isa/isa.htm#Fisa
http://www.russiatoday.com:80/rtoday/news/98092913.html

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Who, What, Where?

Brazil Economy

1. Why is Brazil a fertile market for international investment? What financial problems is the nation experiencing? Do you think Brazil's budget crunch is because of, or in spite of, its abundance of foreign capital? Explain.

2. What possible solutions to the budget gaps are economists suggesting? Why might such plans be difficult or costly to implement? How does Brazil's economic instability affect international stock markets? What is the impact on the international banking industry? What political complications prevent Brazil from taking immediate action to repair its economy?

3. The International Monetary Fund, or IMF, has recently discussed possible loans to Brazil. Have students study the pros and cons of such a plan and act as advisors to the IMF. Based on their research, ask them to make recommendations in favor of, or against, a loan to help Brazil prevent its currency from plummeting and raise its gross domestic product.

LINKS:
http://search.washingtonpost.com/wp-srv/WPlate/1998-09/24/162l-092498-idx.html

http://search.washingtonpost.com/wp-srv/WPlate/1998-09/20/055l-092098-idx.html

http://search.washingtonpost.com/wp-srv/WAPO/19980928/V000449-092898-idx.html

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Inside North America

Lost Whaling Fleet

1. What caused the 1871 whaling fleet accident? Why are scientists interested in recovering the old ships? How is NASA Pathfinder technology enabling researchers to conduct the undersea search? How does the expedition help in the development of exploration technology? In your opinion, what are the frontiers of today? What possible uses can you devise for exploration and mapping technologies such as those used by the discoverers of the whaling fleet?

2. Challenge small student groups to research and design a "robot-based" exploration program modeled on Pathfinder, which has "paved the way" for forays into the frontiers of earth and space. Have each group either produce a diagram or model of their hardware system and a list of specifications and goals for the mission. Allow groups to share and critique their plans in an open forum.

LINKS:
http://www.open.hr/space/articles/30jul98a.txt
http://www.nsbsd.k12.ak.us/photo.htm

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Short Take

Mexico Mariachi Festival

1. Why is mariachi music so popular worldwide? What is the focus of the annual festival? What is unique about mariachi music and its performers?

2. Introduce your students to Mexico's most popular form of traditional music -- mariachi. Have small groups research to uncover examples of son, polka, waltz, and bolero tunes and songs. Mariachi originated as a regional style in Jalisco, and grew to international stature, becoming a symbol of Mexican folk music. Invite students to produce a radio special. Have them make recordings of selected songs and compose narration

to explain the significance and history of the music in Mexican culture.

LINKS:
http://exchange.coa.edu/HEJourney/polcom/gott/Firstpage.html
http://www.mexconnect.com/mex_/guadalajara/guadalajara.html
http://mexicanculture.miningco.com/msubmusc.htm

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Editor's Note

Editor's Note

TODAY'S NEWS TERMS

ruble	**devaluation**	**priorities**	**international investment**
IMF	**whalers**	**Pathfinder**	**mariachi**

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CNN NEWSROOM WORLDVIEW

Program Calendar

October 2, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:20**	1:20
Top Story	**TEACHERS: PLEASE PREVIEW THIS SEGMENT.** Seven months of fighting in Kosovo comes to a head as momentum builds for a NATO air strike.	**3:40**	5:00
Editor's Desk	Los Angeles is recognized as a Mecca of modern architecture.	**2:30**	7:30
Editor's Desk Extra	Mike McCurry has the last word before he departs as White House Press Secretary.	**3:05**	10:35
New Look!	Beginning Monday, CNN Newsroom takes on a new format!	**1:00**	11:35
	TOSS TO CNN NEWSROOM WORLDVIEW	**3:00**	14:35
Top of the World	China makes a promise to improve its human rights record, but skeptics are wary.	**2:25**	17:00
Fast Fact	-Overpopulation is straining New Delhi's infrastructure. -Pollution threatens life in and around Lake Managua.	**4:30**	21:30
Taking Care of Business	U.S. fishermen are struggling to make a profit in the face of a global tuna glut.	**2:15**	23:45
Culture Watch	An auction of James Bond memorabilia brings big prices from collectors.	**2:40**	26:10
Final Flash	At thirteen, Lewis Hamilton is on the fast track to Formula One success.	**1:20**	27:30
	CNN NEWSROOM CLOSE	**:30**	28:00

Instructional Programs From CNN TNT TBS CARTOON NETWORK

CNN NEWSROOM

Top Story

Crisis in Kosovo

Teachers: This video and some of the resource websites contain graphic depictions of violence that may be disturbing to students. Please preview.

1. Why is NATO considering air strikes in Kosovo? Identify the primary targets. What is "ethnic cleansing?" Why is Kosovo subject to Serbian rule? How has Serbia responded to the province's quest for independence? In what other recent conflict has Serbia been involved? What is the status of that situation?

2. Describe the purpose and authority of NATO. Why does Russia disapprove of the use of force in Yugoslavia? Why does the United States favor intervention in Kosovo at this juncture? With which position do you agree? Cite reasons to support your opinion.

3. Why has the sense of urgency felt by the United States and other NATO members increased in recent days? How did the crisis in Kosovo reach this crucial state? Why are diplomats critical of the lack of action from the international community? Characterize the response of Slobodan Milosevic and the Yugoslav government to the pressure applied by NATO allies. Why does the United States reject his assurance of a pullback?

4. What is the political protocol President Clinton should follow to order air strikes against Yugoslavia? How do you think Congress might respond to a request for a use of force? Why must lawmakers be cautious in taking stands for or against military action? How would you vote, given the opportunity?

5. Guide students in an investigation of the recent United Nations Security Council resolution ordering the Serbs to halt aggression in Kosovo. Direct them to the third website below to read the UN statement. Next, have the class research the situation and evaluate the increasing pressure on the international community to intervene for humanitarian reasons. Divide the class into four groups, acting as the Milosevic government; the United Nations; leaders of NATO nations; and Kosovars seeking independence. Each group should draw on the research to compose position statements outlining the situation from the viewpoint they represent. Students should present their statements in class. Follow up by holding a discussion of the Security Council resolution as it relates to the crisis at hand. Are air strikes inevitable? If not, who holds the power to prevent them? What options are available to each of the groups involved in the conflict? Is there sufficient time to prevent further hostilities? How might reparations be made? What are the potential consequences of various courses of action?

LINKS:
http://www.cnn.com/WORLD/europe/9810/01/kosovo.01/
http://www.nato.int/

http://www.un.org/Overview/Organs/sc.html
http://www.cnn.com/WORLD/europe/9809/30/kosovo.03/index.html

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Editor's Desk

Los Angeles Architecture

1. Why has Greater Los Angeles has become a forcing ground for avant-garde architecture? What new structures are drawing particular attention? How does the architecture of a region reflect the lifestyle and culture of the people? In what way does L.A. architecture vary from that found on the East Coast? Cite possible reasons for the differences.

2. Hold a class discussion of architecture as one of the lasting anthropological and historical legacies of a culture. For example, the buildings of Greece and Rome have endured through the ages as evidence of the greatness of those societies. Have each student select a building or structure he or she believes is indicative of our times and write an essay explaining the choice.

3. In an article published in The New York Times in November 1989, architecture critic Paul Goldberger wrote of Frank Gehry's work: "His buildings are powerful essays in geometric form and materials, and from an aesthetic standpoint they are among the most profound and brilliant works of architecture of our time." Gehry's new project is the Disney Mall in Los Angeles. Invite small groups to consider the quote as they produce designs for the mall which they believe capture the spirit and ambience of Los Angeles and Disneyland. Mount a classroom display of student work.

4. Introduce students to another building mentioned in the video segment, the Getty Center. The second and third websites below have photos and descriptions of the Getty Center. Richard Meier is the architect, and the museum/arts center opened to the public in late 1997. The Getty Center is one of the largest privately funded architectural complexes ever designed and constructed in a single architectural campaign. Ask students to imagine they are critics visiting the Getty Center and have them write reviews for an architectural journal.

5. Have small student groups study Los Angeles' "traditional" architecture, if it may be termed as such. Challenge the class to collect images of and historical data about well-known L.A. structures by Frank Lloyd Wright, Rudolph Schindler, Richard Neutra and Gregory Ain. Compile this information in a volume for your classroom library.

LINKS:
http://hudson.acad.umn.edu/Frankbio.html
http://web.reed.edu/academic/departments/art/getty/Welcome.html
http://www.richardmeier.com/getty.html
http://www-rcf.usc.edu/~liebert/index.html

http://www.csun.edu/~hbgeg103/main.html

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Mike McCurry Profile

1. Why was Mike McCurry one of the most popular White House press secretaries in history? What are the requirements of the position? Why is it sometimes described as "the second most difficult job in Washington?" How did his sense of humor allow McCurry to more effectively perform his duties? Why did Mike McCurry prefer not to know the details of the current investigation against President Clinton and the White House? Do you think this was a wise position for a spokesman to take? Why or why not?

2. Hold a brainstorm session in which students compose a list of questions they would have asked Mike McCurry at his final briefing.

LINKS:
http://www.cnn.com/ALLPOLITICS/stories/1998/10/01/mccurry/
http://www.bergen.com:80/morenews/mccurr199809295.htm
http://www.whitehouse.gov/WH/html/briefroom.html

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Editor's Note

Editor's Note

TODAY'S NEWS TERMS

NATO	**U.N. Security Council**	**Kosovars**	**Slobodan Milosevic**
architecture	**post-modern**	**Mike McCurry**	**spokesman**

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CNN NEWSROOM WORLDVIEW

To Of The World

China Human Rights

1. What promise did UN Human Rights Commissioner Mary Robinson recently receive from Chinese officials? Based on what you have seen in the video, how would you evaluate China's record on human rights? Do you think Mary Robinson has made a difference? State your rationale.

2. What is The International Covenant on Civil and Political Rights?

Have students read the text of this document (the first website below should be of assistance.) Discuss the intent and goals of the covenant. The covenant's principles are founded on "the inherent dignity of the human person." Focus students on this fact, then divide them into small groups to research China's record on human rights. Have each group use its information to create a report card for China on human rights issues, assigning letter "grades" in specific categories such as freedom of expression, freedom of religion, etc. Have groups present their report cards. Do students think Chinese officials will change their policies so as to promote "the inherent dignity of the human person?" Why/why not?

LINKS:
http://middlepassages.com/ihraam/civil.htm
http://www.amnesty.org.uk/ai_china_sept18.html
http://www.athensnewspapers.com/1997/103197/1031.a3jiang.html

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Fast Fact

New Delhi Mess
Nicaragua Pollution

1. What evidence is there to support the claim that New Delhi's infrastructure is crumbling? Discuss how power shortages, the water crisis and sanitation problems are impacting life in this city. What is the major reason for these problems? Besides overpopulation, how do residents of New Delhi explain their poor quality of life?

2. Fixing the infrastructure takes money, which must be generated from a city's economy. Is it possible for New Delhi to fix its problems? Have students work in groups to research the city's dilemma and similar problems with urban infrastructures worldwide. Based on their research, have groups come up with lists of recommendations to improve the quality of life in New Delhi. Have groups share their lists and discuss how these ideas could be broadened and adapted for use worldwide.

3. Where is Lake Managua? How has it been turned into one of Managua's largest dumps? How is the pollution in Lake Managua affecting life in the surrounding communities? What is the pollution doing to the ecosystem in the lake? What is the long-range outlook for the lake? Why?

LINKS:
http://www.unescap.org/tctd/dec_only.htm
http://www.unescap.org/unis/g_38_96.htm

http://www.oneworld.org/patp/pap_overview.html

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Taking Care of Business

Taking Care of Business

Tuna Glut

1. Why is there a worldwide surplus of tuna? How has the tuna glut provided U.S. fishermen with a lesson in global economics? Why are U.S. canneries buying their tuna from the Asia? Why are Asian prices lower? How has this affected U.S. fishermen? What does one fish company representative mean when he says the fish "are going in a big circle?" Who is buying U.S. fish now? Why?

2. What is a glut? What happens when too many of a particular type of product floods the market? Help students understand this principle by working in groups to research supply and demand. Have each group select a product that is in either plentiful or short supply. Then have each group talk to retailers or dealers in that product to determine what the abundance or scarcity of that product does to their business. How does this trend, in turn, affect other businesses that depend on that product? Have each group complete its interview and report back to the class. Discuss possible scenarios whereby the U.S. fishermen in this story can recover their business and earn profits again.

LINKS:
http://www.tdn.com/news/0805top.htm
http://www.pathfinder.com/money/latest/press/PW/1998Aug31/904.html

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Culture Watch

Culture Watch

James Bond Auction

1. Who is James Bond? Why do you think so many people are fascinated with this fictitious character? What kinds of James Bond props and memorabilia sold at the recent London auction? What kinds of prices did these items bring? Why are they so valuable to some people?

2. Ask students if they are or know of people who are serious collectors. What kinds of items do they or their friends collect? From where do individuals purchase the items to compile their collections? What makes a collection something of value? Discuss.

LINKS:
http://www.mcs.net/~klast/www/news.html
http://www.towson.edu/~flynn/props.html

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Formula One Prodigy

1. Why does racing appeal to Lewis Hamilton? How has his father helped him pursue his avocation? What skills and personal strengths does Hamilton apply to his sport? How might these help him in other endeavors? What advice does veteran racer Sterling Moss have for his protegee? What is Lewis Hamilton's ultimate goal? What steps should he take to achieve his dream?

LINKS:
http://sports.excite.com/form/news/lead-19980928

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Editor's Note

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TODAY'S NEWS TERMS

human rights	**dissident**	**infrastructure**	**epidemic**
corruption	**carcinogenic**	**Albacore tuna**	**James Bond**

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CNN NEWSROOM

October 5, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TEACHERS: PLEASE PRESCREEN TODAY'S TOP STORY.

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	01:25	01:25
TODAY'S NEWS		00:28	01:53
Top Story	Diplomats debate the merits of air strikes as NATO prepares for punitive action against the Serbs.	02:11	04:04
In the Headlines	BRAZIL ELECTIONS	01:05	05:09
YOUR DAILY DESK		01:00	06:09
Environment Desk	New federal laws could reduce the amount of livestock pollution that threatens waterways and communities.	02:15	08:24
WORLDVIEW		00:12	08:36
Top of the World	-Russian soldiers beat their swords into plowshares. -Life in a small rural village continues as it has for centuries.	04:55	13:31
Political Front	Missionaries serving in the world's trouble spots face danger and death.	03:00	16:31
Culture Watch	The stressed-out in Sri Lanka simply	02:30	19:01

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	• sink into a warm herbal bath.		
NEWSROOM CHRONICLE		00:33	19:34
UNICEF Teens	High school students in Atlanta make helping UNICEF a personal challenge.	05:50	25:24
CNN NEWSROOM CLOSE		02:36	28:00

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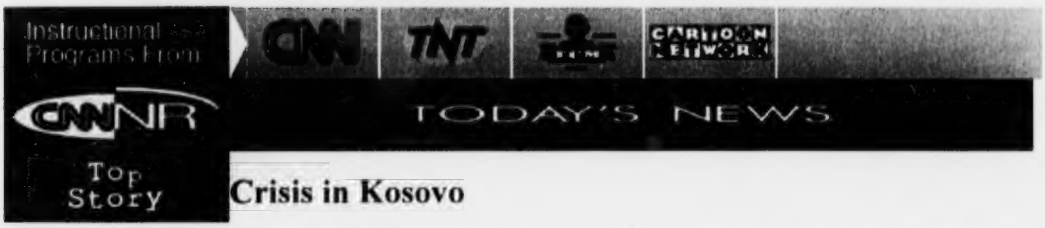

Crisis in Kosovo

1. Explain Russia's role in the current diplomatic discussions over Kosovo. Why is Russia warning that pivotal east-west relations are on the line over the question of NATO air strikes? What is meant by the term "act of aggression?" What signs are there that Yugoslav authorities are taking the threat of NATO air strikes seriously? Does it appear there will be military reaction if the NATO warplanes strike? Explain.

2. The ethnic conflicts that have plagued the Balkans for centuries are complicated and sometimes confusing for students. Divide the class into small groups and have them research the origins of the fighting among the ethnic groups of the former Yugoslavia. What is the Serbian claim to Kosovo? Why do ethnic Albanians there want independence? Have them investigate as well why Russia allies itself with the Serbs in this conflict. Then have each group use its information to create a basic explainer on the crisis in the Balkans. Groups may choose to illustrate their information in the form of charts, timelines, outlines in any other graphic ways to convey their information. Have each group present its information, and keep group efforts in your classroom as reference materials.

   EXTENSION: Given what students now know about the conflicts, discuss why NATO air strikes could add more fuel to the fire as nations in the world community side with different ethnic groups in the former Yugoslavia.

LINKS:
http://cnn.com/WORLD/europe/9810/04/kosovo/index.html
http://www.dtic.mil/afps/news/9808106.html
http://www.centraleurope.com/ceo/special/kosovow/intro.html

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In the Headlines

1. What were the results of Brazil's presidential elections? Why was this vote significant? What was the primary issue in voters' minds when Mr. Cardoso was elected the first time? What issues are on their minds now? Why do you think many observers are predicting these economic problems will prove tougher for President Cardoso to address?

2. What do students know about Brazil's political system? Have them work in groups to research and prepare a side-by-side comparison of the Brazilian system with that of the U.S. Have groups present their comparisons. What is compulsory voting? Which of the two systems has mandatory voting? Do students think this is a good idea? Why/why not? Discuss.

LINKS:
http://www.theodora.com/wfb/brazil_government.html
http://www.diagem.com/brazilgovernment.htm
http://www.pathfinder.com/money/latest/rbus/RB/1998Sep03/883.html

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Manure Rules

1. Why is the federal government proposing new pollution control measures for farmers? What kinds of farms could be affected by the legislation? In general, what does the National Pork Producers Council think about the impending legislation? How do some environmentalists feel about these proposed measures? Explain the rationale for each group's position.

2. What were the findings of a government survey of this problem? Explain how manure can be both essential and hazardous to humans. If the current legislation is approved who will be the first to implement it? Which farmers might find it difficult to comply with the legislation? Why? Discuss the definitions of the terms "watershed" and "runoff" with students (see below, from the Encyclopedia of Water Terms):

   Watershed: The area of land that contributes surface runoff to a given point in a drainage system.

   Runoff: Water from rainfall or irrigation that is allowed to flow off the property.

   Then have students develop hypotheses as to how manure enters

the watershed of farming communities and winds up in larger waterways. Have students summarize their hypotheses by creating drawings or flow charts and have them present their work to the class. As a follow up with the entire class, have groups of students develop action plans to prevent manure runoff contamination.

LINKS:
http://www.tec.org/tec/terms2.html
http://www.pathfinder.com/money/latest/rbus/RB/1998Sep14/690.html
http://www.epa.gov/OWOW/NPS/MMGI/Chapter2/ch2-1.html

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TODAY'S NEWS TERMS

NATO	**punitive**	**Kofi Annan**	**Fernando Henrique Cardoso**
inflation	**runoff**	**Pfiesteria**	

CNN NR Of The World

WORLDVIEW

Russian Economy

1. How are Russia's economic problems affecting its military? Why is the situation worsening for the average soldier? In what ways might the lack of food and supplies affect national security? How is the army working to supplement the food supply provided by the government? What other strategies might the military use to generate income from private sources? Cite possible implications of a discontented military for the Russian government.

2. Have students use a variety of resources to explore the realities of everyday life for a Russian soldier. Invite each student to adopt the point of view of a person serving with the unit profiled in the video segment. Ask students to draw on their research and the opinions expressed by the troops in the video to write a series of journal entries chronicling the hardships endured by soldiers. Entries should include soldiers' feelings in relation to their duties and express their loyalties to the government and/or their people.

3. How does the local economy of a village like Yasovo differ from that of an urban center such as Moscow? In what ways has Russia's financial crisis been easier for the people of Yasovo to bear? In what ways are times harder for the villagers than for city dwellers?

4. Challenge students to imagine life without currency. Encourage small groups to design economic systems based on barter and

self-sufficiency. Have groups consider the following points: How would lifestyles change? What commodities would increase in importance? Why would some businesses become obsolete? Which technologies would be necessary, and which would be possible to maintain? How would the economy sustain itself? Follow up by having groups present their scenarios to the class. Discuss the relationship between currency and modern culture. Does the elimination of a money-based economy require a return to the ways of the past? Why or why not?

LINKS:
http://www.nyu.edu/globalbeat/nato/hahn080997.html
http://www.nd.edu/~astrouni/zhiwriter/spool96/96111609.htm

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Political Front

Italy Missionaries

1. Why has life become increasingly dangerous for missionaries serving in troubled areas of the world? Explain why people are still drawn to the mission field in spite of the risks. How has religion become politicized in some locations? How does this trend affect the safety of missionaries? Why is helping the poor sometimes perceived as "taking sides" in a conflict? Suggest ways for those on religious missions to maintain and communicate neutrality.

2. During 1997, 68 missionaries were killed in service, including the priest and nuns who died in the Democratic Republic of Congo. Have the class produce a set of security guidelines for missionaries in the midst of volatile political and military conflicts. Remind students that missionaries traditionally eschew violence and remain unarmed. Compile student suggestions into a list and use as the basis for a classroom dicussion.

LINKS:
http://www.propfaith.inter.net/news.html
http://www.mcjonline.com/news/news2624.htm
http://www.webpage.com:80/hindu/daily/981002/02/02020002.htm
http://www.oneworld.org/ips2/jul98/14_05_057.html

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Culture Watch

Sri Lanka Herbal Baths

1. Why has the herbal tea bath become popular in Sri Lanka? What are the medicinal benefits of herbs? What are their aesthetic attributes? How might this therapy serve to relieve stress? Do you believe in the healing properties of herbs? Why or why not?

Why does the established medical community refute claims of herbal cures, in your opinion?

2. Invite student groups to investigate the traditional purposes of specific herbs and devise mixtures to treat certain ailments such as stress, headaches, colds, etc. Allow students to field-test their home remedies and report on the results in class.

LINKS:
http://jagor.srce.hr/~mprofaca/news110.html
http://develop.delicious-online.com/D_backs/Dec_97/baths.html

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CNN NR Newsroom CHRONICLE

UNICEF Teens

1. When and why was UNICEF established? How have the goals and functions of the organization changed over the years? What is the guiding philosophy behind UNICEF? Is it possible for the agency to help children without becoming involved in political negotiations? Why or why not? List the various accomplishments of UNICEF.

2. How does UNICEF raise funds? How have students at Walton High School adapted the trick-or-treat program to make it uniquely their own? What other fund raising ideas have they devised to help UNICEF? Why do the students in the video segment believe in this cause? How might students reach out to the community with their message? Suggest ways for UNICEF to gain wider support throughout the U.S. and the world.

3. October is UNICEF month. U.S. children have collected more than $100 million for the survival, protection and development of needy children worldwide by "trick or treating" on Halloween with UNICEF's trademark orange boxes. Inspire your students to participate in this tradition by enrolling for FREE educational materials. Call 1-800-344-6219.

LINKS:
http://www.unicef.org/
http://www.unicefusa.org/issues98/sep98/helpkids.html

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TODAY'S NEWS TERMS

military	**currency**	**barter**	**self-sufficiency**
missionary	**herbs**	**aromatherapy**	**UNICEF**

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CNNSB Student Bureau

CNN NEWSROOM

October 6, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	01:20	01:20
TODAY'S NEWS		01:15	02:35
Top Story	The House Judiciary Committee votes along party lines to pursue an impeachment probe.	04:55	07:30
In the Headlines	NATO WARNS SERBIA	02:25	09:55
YOUR DAILY DESK		01:20	11:15
International Desk	Their community is the "in" place to be in New Dehli, but some residents long for the "good 'ol days."	02:05	13:20
WORLDVIEW		00:15	13:35
Top of the World	Indonesia is once again on the verge of chaos, its future linked to the price of rice.	02:40	16:15
Fast Fact	Brazil's government is issuing ID cards to its homeless children.	02:15	18:30
Midway Wildlife Refuge	Midway, once of strategic military importance, is now the site of a wildlife refuge.	03:40	22:10
Culture Watch	An Indian barber teaches his craft to those who cannot see.	01:35	23:45
NEWSROOM CHRONICLE		00:25	24:10
Our World	Students have their own opinions on the issue of impeachment.	01:55	26:05
	CNN NEWSROOM CLOSE	01:55	28:00

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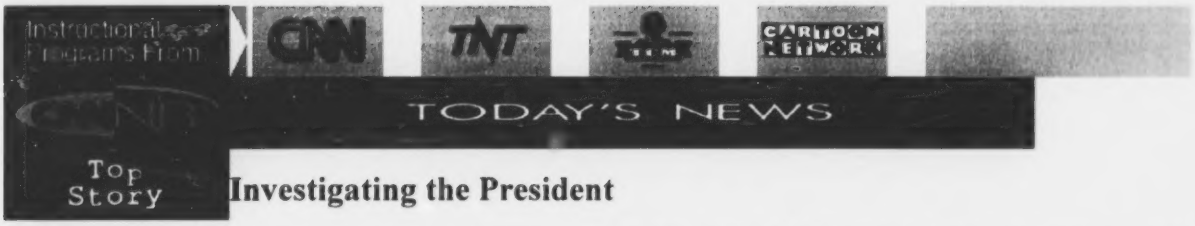

Investigating the President

1. Define impeachment. What is the role of the House Judiciary Committee in the impeachment process? How is the committee divided along partisan lines? Why are Republicans pushing the inquiry forward? What arguments do Democrats present for ending the investigation?

2. What charges of impeachable offenses have been made against the president? What new evidence is being considered at this juncture? List the other people implicated in the case along with the President. What, if anything, might happen to them if Clinton is found guilty of obstruction of justice? Describe the constitutional standard for impeachment. Outline the opposing arguments about whether the allegations against President Clinton meet this standard. Do you think the full House will vote to make the impeachment inquiry official? Cite reasons to support your answer.

3. What are the two specific impeachable offenses stated by the framers of the Constitution? Why do you think they included the clause concerning "high crimes and misdemeanors?" What do you think they meant to be covered by this phrase? In your opinion, do the charges against President Clinton constitute "high crimes and misdemeanors?" Why or why not?

4. Why do constitutional analysts believe that the actions of a high official need not be illegal to rise to the level of an impeachable offense? Why do you think the Founding Fathers made conviction difficult in an impeachment situation? What is the intended goal of the impeachment process? Why are impeached officials not sent to prison? What punitive options are open to Congress in an impeachment situation?

5. There are 37 members of the House Judiciary Committee, the group charged with analyzing the Starr report and making the recommendation for or against impeachment. These lawmakers represent all facets of the political spectrum: the most liberal to the most conservative, the most senior Congressmen and the freshest of freshmen. Have students study the positions expressed by committee members in the ongoing debate of the constitutional standard for impeachment. The first website below contains a series of quotations; here are two examples:

   "The Constitution gives us a standard to follow. We cannot define impeachable offenses to a greater degree than the language of the Constitution. But we all agree the issue is the public trust. Our duty is not to punish anyone. And our challenge is to avoid pettiness." -- Rep. Asa Hutchinson (R-Arkansas).

   "The power to impeach a president should not be casually used to remove a president and overturn an election simply because we don't like him or his policies. The Constitution is on trial, and we hope that we will uphold the Constitution and the civil rights of everybody involved." -- Rep. Maxine Waters (D-California).

   Ask students to investigate the historical precedents for impeachment and weigh the seriousness of the allegations made against President Clinton. Guide them as they consider the possible grounds for impeachment in this instance. List these on the board. Invite the class to imagine they were members of the Judiciary Committee,

and instruct half to act as Republicans, the other as Democrats. Students should then discuss and debate each point from their partisan points of view, guided by the quotations above. At the end of the session, hold a vote. Do students favor the continuation of the impeachment probe? Is the rationale behind this decision based on politics, constitutional standards, or a combination of the two? How might this process reflect the workings of the actual House Judiciary Committee? Follow up by asking students to predict the outcome of the full House vote at the end of the week.

LINKS:
http://www.cnn.com/ALLPOLITICS/stories/1998/10/05/quotes/
http://www.cnn.com/ALLPOLITICS/stories/1998/10/05/judiciary.hearing/
http://www.cnn.com/ALLPOLITICS/resources/1998/lewinsky/judiciary.profiles/

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In the Headlines

1. What is the warning issued to Yugoslav President Slobodan Milosevic? Why is the situation in Kosovo particularly complex? What historical conflict is at the root of the violence? What accusations have been made against both Serb and ethnic Albanian forces? How do such actions violate the "rules" of war?

2. What demand has the U.N. made of the Yugoslav government? What signs exist that the Milosevic government has not complied? How is President Milosevic attempting to decrease the international pressure to withdraw from Kosovo? Is this a workable strategy, in your opinion? Why or why not?

3. The second and third websites below represent directly opposing points of view on the crisis in Kosovo. Ask students to explore both sides of the question and write letters to U.S. envoy Richard Holbrooke outlining the conflict from an objective stance. Encourage students to read their letters aloud in class. You may also wish to allow students to participate in the Kosovo discussion group accessible via CNN Interactive.

LINKS:
http://cnn.com/WORLD/europe/9810/05/kosovo.04/index.html
http://www.gov.yu/
http://www.albanian.com/

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Editor's Note

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TODAY'S NEWS TERMS

impeachable	**high**	**Federalist**	**punitive**
NATO	**Kosovo**	**ethnic**	**Serbs**

Your Daily Desk

International Desk

India Pop Village

1. What are the reasons for the changes taking place in Hauz Khas village of New Delhi? What is gentrification? Why did gentrification take place in this particular community? How did the skyrocketing real estate prices benefit the original inhabitants? What infrastructure improvements were made as a result? What is the downside of this sudden prosperity for the "villagers?"

2. How has exposure to the outside world influenced young people in the community? Why do you think the elders are resistant to social change? Why does an atmosphere of wealth and prosperity have an effect on traditional values and mores? Explain. How might community leaders find ways to guide their children and help them develop character and respect for their heritage?

3. Direct students' attention to the "trendy" neighborhoods in their own community. Discuss how "gentrification" changes the standard of living for residents of an area, sometimes pushing out the original inhabitants. Ask students to investigate the concept of sustainable development. Divide the class into small groups to devise some plans for neighborhoods on the brink of a renaissance. How might they maintain the neighborhood's unique flavor and character, while attracting new business and development? Allow students to present their ideas to the class.

LINKS:
http://www.worldviewtours.com/links.html
http://neelix.ti1.tu-harburg.de/nepal/dehli.html
http://www.allindia.com/cities/delhi/

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Editor's Note

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TODAY'S NEWS TERMS

permissiveness **values** **gentrification**
mores

WORLDVIEW

Top Of The World

Indonesia Rice Anger

1. Why is Indonesia facing a rice crisis? What has the Indonesian government done to prevent social unrest over rice prices? What is a subsidy? Why has Indonesia's government and the IMF subsidized the price of rice? Discuss how corruption is playing a role in this crisis.

2. Assist students in conducting research to learn more about Indonesia's current economic situation and the rice crisis. Share student findings in class. Ask:

Considering the current economic and political climate in Indonesia, what do you think President Habibie would have to do to convince citizens of his country that he has the rice crisis under control? Drawing upon what they have learned in the video and in their research, have students act as Indonesian citizens and write letters to the president, explaining how the rice crisis is affecting their families and offering ideas for presidential action. Have students share their letters and discuss what President Habibie and his government can do to prevent widespread civil unrest.

LINKS:
http://spyglass1.sjmercury.com/breaking/docs/006491.htm
http://www.fao.org/NEWS/GLOBAL/GW9820-e.htm

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Fast Fact

Brazil ID Cards

1. Why are Brazilian authorities issuing identification cards to children who live in the streets? How do some of the street kids feel about the cards? What kinds of information are authorities gathering as they implement this identification system? Describe the kinds of problems Brazil's street kids face. Do you think the ID cards will help solve any of these problems? Explain.

2. What efforts are underway to help homeless children around the world? Group students. Direct each group to search the Internet and other resources to locate one program aimed at helping homeless children. Have each group research information about its chosen program, including funding, location, and effectiveness. Have groups present their findings and evaluate the efforts of the agencies and organizations that are trying to help the world's street kids. Generate a class discussion about what students think is the best way to deal with this global problem.

LINKS:
http://www.streetkids.org/petermessage.html
http://www.ci.org/PUBS/country/brazil/br_4.htm

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Midway Wildlife Refuge

1. Where is Midway Island? What event is commonly associated with Midway? Why was this a significant event in WWII? Is Midway still of strategic military importance? What has the U.S. Navy done with its base there? If you were to visit Midway today, what would you see?

2. Ask students to name some of the species found at the Midway Atoll National Wildlife Refuge. Then assist groups of students as they tour Internet sites to see

pictures of these animals and learn more about the habitat in which they live. Discuss the purpose of a wildlife refuge and have students investigate others around the world. Is there a wildlife refuge in your area? If so, where is it? What kinds of plant and animal life can be found there? If there is a refuge nearby, invite one of the refuge's managers to visit the class and talk about the refuge and its ecosystem. If not, have students work in groups to create plans for a local wildlife refuge, incorporating plants and animals indigenous to your area.

LINKS:
http://www.nbaa.org/@@zAI-AvqyqQEC/nonmember/library/digest/novdi96/issues2.htm
http://midwayphoenix.com/index.html
http://midwayphoenix.com/mpc_nwr.html
http://www.nationalgeographic.com/features/98/midway

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Culture Watch

Culture Watch

Blindfold Barber

1. What does Harish Bhatia do for a living? Why does he perform his job blindfolded? Invite students to experience what it might be like to be visually impaired. Have half the students in the class wear blindfolds for a designated time period of the school day. Allow the remaining students to act as guides for the "blind" students. Then have the students switch roles so that all students have the experience. Discuss the students' experience: What aspects of sight did they take for granted? What sights did they miss the most? the least? Did they find their other senses more attuned to what was happening when they were deprived of sight? Do they agree/disagree with Mr. Bhatia when he says those who can't see have a higher level of concentration? Discuss.

LINKS:
http://www.nyise.org/whatsnew.htm
http://www.nyise.org/research.htm

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Editor's Note

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TODAY'S NEWS TERMS

corruption	**commodity**	**Rio de Janiero exploitation**
negligence	**Midway Atoll**	**wildlife refuge self-sufficiency**

CNN Newsroom CHRONICLE

Our World

Our World

Civics Class Opinions

1. Review some of the opinions expressed by students in Mr. Reason's civics class. Do

you agree with any of these views? Explain. What are some of the reasons these students offer for and against impeachment? Do you think their views mirror those of the American public at large? Do you think recent polls on the issue of whether or not to impeach are accurate? State the reasons for your answers.

2. Assist students in your class in creating and conducting a school-wide survey on the question of impeachment for President Clinton. Begin by conducting a brainstorming session to generate a list of questions (the list could be brief or long) for the survey. Then help students make sure that survey questions are unbiased and clear. As a class, create the survey and determine how it will be conducted. Help students collect and collate the data. Discuss survey results. Publish the results in your school newspaper.

LINKS:
http://cnn.com/ALLPOLITICS/resources/1998/tracking.poll/

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Editor's Note

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TODAY'S NEWS TERMS

civics **transgressions** **ethics**

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CNN NEWSROOM

Program Calendar

October 7, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	01:15	01:15
TODAY'S NEWS		01:30	02:45
Top Story	NATO remains poised to launch air strikes against the Serbs, but some question the goals of the mission.	02:30	05:15
In the Headlines	What are "high crimes and misdemeanors?"	02:50	08:05
YOUR DAILY DESK		00:50	08:55
Business Desk	California is beginning to feel the effects of Asia's economic woes.	02:05	11:00
WORLDVIEW		01:05	12:05
Top of the World	Thai soldiers grow their own food in an effort to become self-sufficient.	02:20	14:25
Taking Care of Business	The Asian financial crisis threatens farmers in the American Midwest.	02:00	16:25
Inside Europe	One key to a brighter future for Romania is its tradition of excellence in technical education.	02:45	19:10
NEWSROOM CHRONICLE		00:25	19:35
Lilith Fair	Lilith Fair shared the wealth with local charities in 57 North American cities.	05:45	25:20
	CNN NEWSROOM CLOSE	02:40	28:00

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Instructional Programs From CNN TNT CARTOON NETWORK

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TODAY'S NEWS

STORY

Crisis in Kosovo

1. Who is Richard Holbrooke? Why is he back in the Balkans? Has he made any progress so far? Explain.

2. What did a map of the former Yugoslavia look like in 1992, when Richard Holbrooke helped negotiate a peace agreement there? What does it look like now? Have students work in groups to research the changing political and ethnic maps of the former Yugoslavia. The third website below should help them. Discuss student findings. How has the former Yugoslavia changed? What republics are left? Which ethnic groups are vying for control of this region? Discuss the complexity of the situation in the Balkans and possible reasons why members of the United Nations are not united in their support of one side or the other.

3. How is the planned series of air strikes different from previous NATO strikes in the Balkans? What is the difference between "limited" and "phased" action? Which do you think the U.S. is likely to support, and why? What is the Kosovo Liberation Army? How might it be perceived that NATO is helping the KLA? Why are NATO leaders not interested in siding with the KLA? Why is a choice of targets especially critical in this operation?

4. What is the "message" NATO leaders are trying to send Serb President Milosevic? Has he heard this message before? Assist students in researching NATO's presence in the region over the past several years as well as the international operations that have been designed to both halt Serb oppression and stabilize the region. Have students share their findings. Do students think these operations have worked? Generate a class discussion about the risks involved in launching NATO air strikes, in terms of potential casualties, loss of equipment and international relations. Review the rationale behind the air strikes. Do students think the message is worth the risks? Have them write essays in response to this question.

LINKS:
http://cnn.com/WORLD/europe/9810/06/kosovo.03/
http://www.nato.int/ifor/ifor.htm
http://www.nato.int/ifor/i-maps.htm

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In the Headlines

1. According to the Constitution, what are the reasons why a president can be impeached? Explain, in your own words, the definitions of "treason" and "bribery." Explain what "high crimes and misdemeanors" are. Why is it more difficult to define the latter?

2. Review some of the explanations for "high crimes and misdemeanors" mentioned in the video. Do you think any of these apply to President Clinton? Explain. Some

scholars have referred to impeachment as a "political" process. Is it? In your opinion, should it be? Cite evidence from the video in support of your opinion.

3. When the Constitution was being crafted, delegate George Mason of Virginia suggested that a president should be impeached for "maladministration." Inform students of this fact and ask them what they think Mr. Mason had in mind. Direct students to consider the meaning of the prefix "mal" and the meaning of "administration" as they attempt to interpret Mr. Mason's thoughts. As it turned out, George Mason's colleagues thought the term "maladministration" was too vague, so he offered "high crimes and misdemeanors" in its place. In class discussion, compare what students have heard about "high crimes and misdemeanors" to "maladministration." If necessary, have students conduct research to learn more about the basis for presidential impeachment. Does the evidence against President Clinton support impeachment under either category? If the framers of the Constitution were alive and sitting in the House of Representatives today, how do students think they would vote? Why? Discuss.

LINKS:
http://cgi.pathfinder.com/time/magazine/1998/dom/980921/the_starr_report.what_e1.html
http://cgi.pathfinder.com/time/magazine/1998/dom/980921/the_starr_report.enough4a.html
http://gi.grolier.com/presidents/aae/side/impeach.html
http://www.law.lmu.edu/manheim/cl1/impeach.htm

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EDITOR'S NOTE

TODAY'S NEWS TERMS

Richard Holbrooke	**autonomy**	**republics**	**Kosovo**
high crimes	**misdemeanors**	**English Common Law**	**Articles of Impeachment**

CNN Your Daily Desk

California Tourism

1. Why are there fewer Japanese tourists headed for California? Explain why buying in America is no longer a bargain for Japanese shoppers. How is the Asian economic crisis affecting retailers in California? How is it affecting tourist attractions like Disneyland and Universal Studios? What are experts predicting about Japanese tourism to California in the upcoming year?

2. Assist students in conducting research to learn more about the Asian money crisis, focusing on its effects. Share student findings. Then group students. Have each group draw up a list of possible ripple effects of the Asian crisis. In the video we have seen its effects on tourism. Where else might the symptoms of the Asian flu be felt? Have groups share their lists. In class discussion, focus on the big picture: How

can a financial crisis on another continent affect life and livelihoods in the U.S.?

3. The California Travel and Tourism Commission was created to market its state to visitors around the world. Generate a class discussion about the tourism industry and those businesses that depend on it, such as hotels, restaurants, even local governments that rely on sales taxes. Is there a commission or agency in your state or community that promotes local sites for tourism? If so, have students find out more about that commission/agency, where it is located and how it markets the area. How does this kind of promotion benefit the local businesses that rely on tourism? Challenge groups of students to act as the local/state tourism commission and create multimedia presentations designed to attract tourists to your area.

LINKS:
http://worldnews.miningco.com/msub14.htm
http://www.oanda.com/converter/classic
http://www.caltia.com/CTTC/index.html

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NOTE

TODAY'S NEWS TERMS

World Bank **designer goods** **IMF** **yen**

WORLDVIEW

THE WORLD

Thailand Soldiers

1. Why is it necessary for Thai soldiers to grow their own food? What is meant by self-reliance? How does this effort benefit the entire military community? What are some possible drawbacks of the farming program?

2. How does Thailand's military generate money? What are the possible implications of the government's cancellation of the fighter jet agreement with the United States? Why does the involvement of the nation's troops in pursuits other than defense cause concern among some military analysts? How might Thailand's leaders balance the need for self-sufficiency with more traditional military functions?

3. Have students write short profiles of the "new" soldier, one whose pick and shovel is as important as his or her rifle. The profiles may take the form of "help-wanted" ads or job descriptions. Follow up with a discussion of the changing roles of troops in the post-Cold War era of peace-keeping and high technology weaponry. Has the role of the soldier evolved everywhere? In what ways?

LINKS:
http://www.dtic.mil/afps/news/9801218.html
http://www.uni-wuerzburg.de/law/th__indx.html

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CARE OF BUSINESS

Bitter Harvest: Asian Crisis

1. Why are American farmers having a difficult year, in spite of a record harvest? How has the Asian financial crisis affected the agricultural industry in the Midwestern United States? What is its impact on worldwide agricultural markets?

2. What strategies are farmers employing to "ride out" low prices? What is diversification? How might this help farmers minimize losses over the long run? Why, in the face of hard times, do American farmers remain optimistic? Do you believe this attitude is justified? Why or why not?

3. Invite small student groups to act as farm families from the Midwest. Introduce the following scenario: They have borrowed money from the bank for the previous two years. Both years, they have recorded a record harvest of corn, but plummeting prices in 1997 caused them to store last year's crop in a grain elevator for a small monthly fee. The '97 loan rolled over and has been added to this year's debt. This year's corn crop is still in the field, and they must decide whether to store it, or sell it. The "family business" must also come up with a proposal to recover its losses in the 1999 season to secure the loan it will need to continue operations into next year. What "deal" will they offer the bank? What decisions must they face at this juncture? Have groups present their ideas and the rationales behind their plans.

LINKS:
http://www.ncga.com/ag_coalition.html
http://www.fb.com/views/focus/fo98/fo0316.html

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INSIDE EUROPE

Romanian Computer Experts

1. What is the reason for Romania's success in the high tech industry? Why are Romanian computer experts in such high demand in the world marketplace? How have Romanian-based companies capitalized on the premium of talent at home? Why are many computer experts choosing to emigrate? What changes might the Romanian government make to stimulate the high-tech industry in their own country? How might this affect their economy as a whole?

2. Ask students to research career opportunities in high-tech industries and explore the education necessary to qualify for such positions. What variety of opportunities exist in computer-related fields? Mount a bulletin board display to highlight student descriptions of the jobs and their requirements.

LINKS:
http://www.snap.com/directory/category/0,16,-13892,00.html
http://www.info.polymtl.ca/tavi/rom_eng.frame0.html

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EDITOR'S NOTE

TODAY'S NEWS TERMS

self-reliance	**balance of power**	**agriculture**	**exports**
diversification	**emigration**	**programming**	**high-tech**

CNN Newsroom CHRONICLE

Lilith Fair

1. Why do Lilith Fair performers make a commitment to help local charities? How do audiences respond to this initiative? In what way does the Lilith Fair benefit the charities it sponsors, in addition to the funds it generates? What is the "message" of the concert? How is the message communicated to the public? What do the performers gain from their philanthropy?

2. In what way have rock musicians often served as "the conscience of the culture?" Why does popular music often reflect the concerns of the times? Do you think it is the responsibility of musical artists to increase awareness of social issues, or should songs and concerts be merely for entertainment? Explain.

3. Encourage students to adopt a local charity and devise a fund-raiser or benefit. Have the class investigate worthy causes in your community that are in need of support. Be sure to contact the agency or group to seek help and advice in designing the event or program. The activity could focus on gathering funds or increasing public knowledge about the issue, or both. Allow students ample time to publicize and plan their benefit.

4. Invite students to examine how music and popular culture often reflect "the pulse of the public" on social and political issues. Initiate a discussion about possible topics of "songs with a social conscience." List subjects on the board. These may include world hunger, AIDS, nuclear proliferation, child abuse, etc. Divide the class into groups and have each produce a brief "radio show" highlighting a topic of concern. Have groups select songs and appoint "DJs" to moderate the programs. Guide students as they make recordings of their shows and play them in class or over the school public address system.

LINKS:
http://lilithfair.excite.com/
http://www.best.com/~donh/sarah/lf.html
http://www.excite.com/entertainment/music/artists/lilith_fair/

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EDITOR'S NOTE

TODAY'S NEWS TERMS

charity philanthropy social consciousness Lilith

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October 8, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	01:15	01:15
TODAY'S NEWS		01:00	02:15
Top Story	Western nations evacuate "non-essential personnel" as diplomatic efforts fail in Yugoslavia.	02:10	04:25
In the Headlines	U.S. Secretary of State Albright reports progress in the Middle East peace talks.	03:40	08:05
YOUR DAILY DESK		00:45	08:50
Science Desk	The average American youth is getting heavier.	02:00	10:50
Science Desk Extra	Virtual reality may help keep kids in shape and prepare them for the real world.	02:30	13:20
WORLDVIEW		01:05	14:25
Newsroom In Jamaica	Young visitors "sow the seeds of kindness" among Jamaica's disabled children.	07:45	22:10
NEWSROOM CHRONICLE		00:25	22:35
Racial Diversity	American students talk about race relations.	02:35	25:10
	CNN NEWSROOM CLOSE	02:50	28:00

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Crisis in Kosovo

1. What was the original purpose of the NATO alliance? Which countries are members? With what issue has NATO concerned itself since the early part of this decade? Why is NATO considering air strikes against the Serbs? How has Serbian President Milosevic responded to this threat?

2. Why are some questioning the wisdom of NATO air strikes? Why would air strikes likely lead to a deployment of ground forces? How is Yugoslavia preparing its people for the possibility of air attacks? What are western nations doing to in preparation for air strikes and a possible Serb backlash?

3. President Slobodan Milosevic has spoken of "an anti-Serb international media campaign." What do students think he means? Why is he accusing the media of being "anti-Serb?" Challenge groups of students to investigate the Serbian side to this story by examining Serbian claims to Kosovo. Have groups share their findings. Do any of the claims made by the Serbs deserve to be heard in the court of world opinion? Russia supports the Serbs, but the U.S. and many other nations do not. Why do students think this is so? Is it the result of an "anti-Serb media campaign" or of events that have taken place in Kosovo? Discuss.

4. What is UNHCR? Why is the agency concerned about the possibility of NATO air strikes? Have students consult the Internet and other resources to learn more about the role of UNHCR in the Balkans and the plight of refugees there. Share student findings. Discuss how an escalation of the conflict in the Balkans could have ripple effects throughout this region of Europe.

LINKS:
http://www.kosovo.com/hearing.html
http://www.kosovo.com/
http://news.bbc.co.uk/hi/english/special_report/1998/kosovo/default.htm
http://www.unhcr.ch/world/euro/bosnia.htm

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In the Headlines

1. Why is U.S. Secretary of State Madeleine Albright optimistic about the latest round of talks between Palestinians and Israelis? In what areas has "significant" progress been made? Why is time of the essence now in the mideast peace negotiations? What could happen if this deadline expires without an agreement?

2. How might each side perceive the latest advances made in the peace talks? What issues remain to be resolved? Have students work in groups to research the conflict in the Middle East from both Palestinian and Israeli points of view, including each side's position on the fate of Jerusalem, autonomy for Palestinians in the West Bank and Gaza Strip, Israeli troop withdrawals, and terrorism. Then have each group use what it has learned to write and present either an editorial that might appear in one of its newspapers or a speech that one of its leaders might deliver in response to

the latest reports of progress in the peace talks.

LINKS:
http://www.pna.org/mininfo/
http://www.israel.org/peace/

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EDITOR'S NOTE

TODAY'S NEWS TERMS

shuttle diplomacy	**UNHCR**	**Slobodan Milosevic**	**embassy**
Pristina	**self-rule**	**Oslo Accords**	**Hebron Agreement**

CNN NR Your Daily Desk SCIENCE

Kids and Weight

1. What decision was recently made about height and weight charts the U.S. government provides to doctors? According to government data, what has happened to the percentage of overweight children from 1988 to today? What are the probable causes of this weight increase? Has childrens' height increased proportionately to their weight? In what ways will the government's new height and weight charts be more detailed than the old ones?

2. The data used to make these height and weight charts is "norm referenced," meaning it compares all participants to each other instead of to an outside standard. The child's height and weight are ranked by percentile, showing where his/her data falls within a sample group. For example, if the child was in the 80th percentile for height and the 30th percentile for weight, it could mean the child was not receiving proper nutrition. Conversely, if a child was within the 30th percentile for height and the 80th percentile for weight, it would mean the child was overweight. By using these charts as an indicator of how "fit" a child is compared to his/her peers, the assumption is made that the average child (in the middle of the chart) is relatively healthy. Discuss: How does the effectiveness of the charts as a health indicator decrease as the number of overweight children in the test group rises? Why are doctors using height and weight charts from before 1988 to measure today's children?

3. Have students in the class write down their shoe sizes next to their name on a piece of paper passed around the class. On the board write down the number of children in the class that have each shoe size. Have the students find their percentile rank by having them:
   1. Add together the number of children with sizes BELOW their size.
   2. Divide that number by the total number of students present in the class.

EXTENSION: How do you think your shoe size percentile rank would change if you ranked yourself within a class two years younger?How would that kind of change be similar to the one doctors will make in using their new charts? Choose a partner class at least two grades older or younger than yours and have them do the same activity. Have each child find his/her percentile rank in the OTHER class and explain the difference.

LINKS:
http://www.pathfinder.com/ParentTime/Health/boywei.html
http://www.pathfinder.com/ParentTime/Health/girlwei.html

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Science Desk Extra

1. How are games like Virtual Hoops helping kids to stay in shape? What is RealWare VR? How does its technology make the player an actual part of the game? Do you like this kind of interactive experience? Explain. Why do you think interactive virtual reality technology is being used in museums and science centers around the world?

2. What is virtual reality technology and how does it work? Have students work in groups to learn more about this technology and share their findings. Besides entertainment, what fields hold promise for practical applications of this technology? Direct each group of students to hold a brainstorming session to generate a new use of virtual reality in any field. The websites below may serve as a springboard for ideas. Have each group draft a proposal explaining its idea, the benefits of using virtual reality technology in this capacity, and how it might be implemented. Have groups share their proposals. Award a class "grant" to the best one.

LINKS:
http://www.cms.dmu.ac.uk/People/cph/VR/whatisvr.html
http://ericir.syr.edu/ithome/digests/virtual.html

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EDITOR'S NOTE

TODAY'S NEWS TERMS

aerobic activity **pediatrician** **couch potato** **virtual reality**

interactive **emerging technology**

CNNNR WORLDVIEW

Newsroom In Jamaica

1. What motivated the teens in the video to help disabled children in Jamaica? Why is child poverty pervasive in Kingston? Cite the major reason the children at the Mustard Seed community were abandoned. What is the mission of the Mustard Seed communities? What services are provided there?

2. Describe some of the special needs of the Mustard Seed children. How do some of the children compensate for their disabilities? Why do you think the leaders of the mission encourage the children to learn job skills and become self-sufficient? In what ways, in addition to holding jobs, might Mustard Seed "graduates" contribute to society in general?

3. What assistance was offered by the visiting youth group? What are the tangible benefits to the mission? What are the intangible benefits, both to the students and the children they are helping?

4. What are the challenges faced by the Mustard Seed staff? How is the program funded? Cite possible reasons for the happy atmosphere at the Mustard Seed. According to the video segment, what is the "true message" the young people brought home to the United States after their visit? How would you summarize their experience? Have you ever volunteered your time to help others in your community? If so, what did you gain from the experience?

5. Have students investigate the plight of Jamaica's impoverished children. How does the economic reality of life for residents of this Caribbean island differ from its image as a tropical paradise? Point out to students that it is difficult to obtain information about poverty and social problems in Jamaica. Ask them to brainstorm possible reasons for this. Follow up by having small groups parody the tourism campaign, "Come to Jamaica." Groups should produce public service announcements/advertisements highlighting the issue of child poverty there, and encouraging people to help in the manner of the students featured in the video segment.

6. Father Gregory Ramkissoon founded the Mustard Seed communities twenty years ago to respond to the needs of Kingston's abandoned children. Discuss the concept of philanthropy and/or charity with the class. In what way does a philanthropist contribute to society? Have groups of student research an individual humanitarian, highlighting his/her career accomplishments and contributions. What institutions, foundations, trusts, and/or buildings were the direct results of this person's vision? Have each group create a mini-documentary on a humanitarian's life. Students may use any creative form: video, slides, one act plays, etc. to present their documentaries. Follow up with a discussion of the motives behind philanthropic actions and characteristics that make a person a humanitarian.

LINKS:
http://www.jamaica-gleaner.com/gleaner/gateway_ads/3809/homepage/start10.htm
http://www.inxpress.net/~rokats/fftp_inc.html
http://www.undp.org:81/undp/fojam/coff1.htm

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EDITOR'S NOTE

TODAY'S NEWS TERMS

Jamaica Mustard Seed humanitarian disability

CNN Newsroom CHRONICLE

Racial Diversity

1. How do most people learn the "lessons of race" in the United States? Why do you believe race remains such a central issue on the social and cultural agenda? What initiatives do you believe to be effective in fostering race reconciliation? Name situations or ideas you feel are detrimental to positive relations between the races.

2. Why did President Clinton appoint the advisory board to study race initiatives? What was the focus of their report? Why do some critics feel the issue of race has moved from the forefront of the U.S. political agenda? Do you agree with this viewpoint? Why or why not?

3. What evidence of racism exists in daily life? What evidence exists that people are trying to heal the wounds of racism? How would you rate America's progress in achieving the goal of racial diversity and harmony? Cite reasons to support your answer. What can individuals do to help promote diversity and tolerance?

4. A study released Tuesday shows Americans believe strongly in the value of ethnic diversity in the United States, but feel the nation is becoming more divided along racial lines. DYG, Inc., a Danbury, Connecticut, research firm, polled more than 2,000 people nationwide for the Ford Foundation's Campus Diversity Initiative. Have students research to design their own school poll about attitudes relating to race issues. Ask the class to generate a series of questions, and study the process of random sampling before launching their poll. Tabulate the results and compare them to national studies, or to the findings of the President's task force. Do opinions about racial reconciliation in your school reflect those of the nation at large? Invite students to analyze the reasons for similarities and/or differences.

LINKS:
http://www.black-collegian.com/vision21.htm
http://www.ohio.com/bj/projects/comingtogether/stories/028473.htm
http://cnn.com/US/9806/14/race.commission/index.html

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EDITOR'S NOTE

TODAY'S NEWS TERMS

[redacted] **racism** **diversity** **ethnic** **tolerance**

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Program Calendar

October 9, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	01:30	01:30
TODAY'S NEWS		01:01	02:31
Top Story	The U.S. House of Representatives votes in favor of an open-ended impeachment investigation.	04:03	06:34
In the Headlines	NATO makes a last diplomatic attempt to end the crisis in Kosovo.	01:07	07:41
YOUR DAILY DESK		01:00	08:41
Editor's Desk	Macy's downtown Atlanta dining room closes, marking the end of an era.	02:39	11:20
WORLDVIEW		01:31	12:51
Top of the World	**TEACHERS: PLEASE PREVIEW THIS STORY** Indonesia's economic crisis is taking its toll on children in the form of malnutrition.	02:30	15:21
Around the World	Some blame piracy for the lack of profits behind India's movies, but others say poor quality is the culprit.	02:45	18:06
Did You Know?	The Jaipur Foot provides a sense of hope to those who can least afford artifical limbs.	02:50	20:56
Culture Watch	Taiwan celebrates a festival that has links to the dead.	01:50	22:46
NEWSROOM CHRONICLE		00:42	23:28
Cheerleading Injuries	Knowledge and conditioning may be the keys to preventing most cheerleading injuries.	03:45	27:13

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CNN NEWSROOM CLOSE 00:47 28:00

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TODAY'S NEWS

TOP STORY

Investigating the President

1. What is impeachment? Why is the House decision to pursue an impeachment inquiry such a grave one? What is the historical precedent for this action? List the allegations against the president. Why is it significant that the investigation has no limits? Review the next steps in the process. What do you predict will happen?

2. What was President Clinton's reaction to news of the House vote? What is the White House defense strategy at this point? What options are open to the Clinton administration, in your view? If you were a presidential advisor, what would you recommend? Do you believe it is favorable or unfavorable for the President that the proceedings will be postponed until after the elections? How will it affect Republicans and Democrats seeking office? Explain.

3. Have students research the historical precedents for presidential impeachment proceedings and compare and contrast these circumstances with those of the present situation. Divide the class into two groups and assign one to Andrew Johnson and one to Richard Nixon. Ask them to determine a series of factors: political makeup of Congress at the time proceedings were initiated, the text of the articles of impeachment against each president, the mood of the American people in terms of the investigation, and the "state" of the nation. Encourage students to examine if there were any partisan influences contributing to the decision to impeach. Allow each group to report their findings in class. Follow up by asking students to brainstorm the similarities and differences of each president's situation, politically and legally. Does precedent indicate that Bill Clinton is likely to face trial by the Senate? If so, what do students predict will be the articles of impeachment upon which he is indicted?

LINKS:
http://www.grolier.com/presidents/aae/side/impeach.html
http://www2.whitehouse.gov/WH/glimpse/presidents/html/aj17-plain.html
http://secure.bess.net/whats_new/June2/government/
http://www.cnn.com/ALLPOLITICS/stories/1998/10/08/impeachment.advancer/

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In the Headlines

1. What last-ditch effort is NATO making to avoid airstrikes in Serbia? What are the conditions Yugoslav President Slobodan Milosevic must meet to avoid NATO intervention? What concessions have Albanian rebels made to prevent further hostilities? Why do the Russians oppose military intervention in Kosovo? How are

other NATO nations responding to Russia's stance?

2. Long-simmering tensions between Serbian authorities and independence-seeking ethnic Albanians in Kosovo escalated into full-blown fighting in February. Have students research to gather background information on the conflict. What caused the situation to deteriorate into the present crisis? What diplomatic actions have been taken to seek a resolution? Have the class produce a timeline of events in Kosovo over the past seven months. Next, have them review each of the items on the timeline, presenting both the Serbian and ethnic Albanian viewpoints of each happening or issue. How might each position be taken into account when brokering a possible ceasefire? What arguments should Richard Holbrooke present to achieve a last-minute agreement between these enemies? If air strikes are avoided, what should be done to protect a fragile peace?

LINKS:
http://cnn.com/WORLD/europe/9810/08/kosovo.02/index.html
http://cnn.com/WORLD/europe/9810/08/kosovo.nato.steps/

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EDITOR'S NOTE

TODAY'S NEWS TERMS

impeachment inquiry	**articles of impeachment**
middle class	**NATO**
themes	**intervention**

CNN NR Your Daily Desk

The "Mezz"

1. Why do you think Macy's decided to "go out of the restaurant business?" How have times changed to cause tea rooms like the "Mezz" to become obsolete? Describe the special ambiance of the restaurant as communicated in the video segment. Give possible reasons that downtown department stores are closing and losing popularity. Is this a positive trend, in your opinion? Why or why not?

2. How does the closing of the restaurant affect the employees? Store customers? Why do you think this restaurant attracted so many "regulars" over the years? Why do you think business trailed off in recent times? What might Macy's management have done to save the "Mezz?" Why do you think they made the decision to close?

3. Many downtown department stores have met their demise in recent years with the emergence of the suburban mall and specialty boutiques. In Atlanta, plans have been presented to convert the downtown Macy's into a modern shopping complex. Invite students to consider the decline of many urban centers and devise plans to revitalize downtown areas. Divide the class into small groups and ask them to "rejeuvenate" a "tired" business district in your community, or one in a nearby

city. Ask groups to include diagrams, charts, and/or drawings to illustrate their ideas. Have students present their proposals in class.

4. Challenge students to write short stories or one-act plays about luncheon at the "Mezz." Once upon a time, way back in the dark ages, before malls were invented, prior to the advent of the food court, around the dawn of time, ladies in their best attire graced the elegant dining rooms of huge downtown department stores... Encourage students to imagine the tableaux of a restaurant with a seventy-year history. Have them visualize fascinating characters with stemmed iced tea glasses and cloth napkins! Provide an opportunity for students to share their work.

LINKS:
http://www.amcity.com/atlanta/stories/011397/story1.html
http://www.amcity.com/atlanta/stories/061598/focus16.html
http://www2.nando.net:80/newsroom/ntn/nation/100598/nation20_14175_noframes.html

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EDITOR'S NOTE

TODAY'S NEWS TERMS

mezzanine **urban decline**

CNN NR WORLDVIEW

TOP OF THE WORLD

Indonesia Hunger

1. How are Indonesia's economic problems affecting the health of its children? What is malnutrition? When did authorities begin seeing widespread cases of malnutrition? What are some of the symptoms of this condition? What percentage of the Indonesian population is on the brink of malnutrition and starvation?

2. What are Indonesians asking their government to do to alleviate the problem? Besides the obvious health problems resulting from malnutrition, what political fallout could occur? What is the IMF? How has it stepped up to help? Do you think the international community should be doing more to address the problem of starvation in Indonesia? State your rationale.

3. Make students aware of the fact that are different types of malnutrition. Have students work in groups to locate information on the different types of malnutrition and countries where malnutrition of any type is a serious problem. Share student findings. Then have each group choose a continent or region of the world and determine the kinds of malnutrition that are prevalent among some of the countries there. Determine a color-coding system for each kind of malnutrition and locate a large world map. Have each group use colored push pins to indicate the types of malnutrition found in its selected region or continent. Discuss the ramifications of widespread malnutrition among the children of the world.

LINKS:
http://www.cihi.com/indo.txt
http://www.odc.com/anthro/tutorial/tunit18.html

http://edie.cprost.sfu.ca/gcnet/ISS4-33a.html

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AROUND THE WORLD

India Film Flops

1. According to the video, why are Indian films flopping at the box office? What is piracy? Why are cable operators pirating movies? According to critics, what elements of Indian films can mean success or failure at the box office? What is the plot of the most successful film in India this year? How is this plot an illustration of art vs. life?

2. How widespread a problem is film piracy? What are intellectual property rights? Have students work in groups to learn more about intellectual property rights and the problems encountered in the enforcement of these rights. Have students share their findings. Challenge each group to come up with an "Artist's Declaration of Rights" containing provisions to protect creative endeavors such as literary works, music, films, and the like. Have groups present their declarations. Even if every nation in the world signed on to the declaration, why might it be difficult to enforce these provisions? Discuss.

LINKS:
http://www.indiaexpress.com/choice/charts.html
http://www.rferl.org/nca/special/bootleg/boot6.html
http://www.usatoday.com/life/enter/movies/special/cannes/lcan014.htm

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DID YOU KNOW?

India Artificial Foot

1. Describe the Jaipur Foot. What are its advantages over other artificial limbs? How does the NGO that designed this foot help to make it available to more people who need it? How does the foot give people a new lease on life?

2. What is an NGO? How are NGOs often instrumental in improving the quality of life? Lead a class brainstorming session to generate a list of international NGOs, and write the list on the board. From where do NGOs get their funding? Discuss ways that each fills a need that governments often cannot.

LINKS:
http://www.pathfinder.com/time/reports/heroes/foot3.html
http://www.webpage.com/hindu/daily/980309/09/09090783.htm

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CULTURE WATCH

Hungry Ghost Festival

1. In what culture can one find what is known as the "Hungry Ghost Festival?" According to Chinese lore, why do the spirits of the dead haunt the living during this period? What kinds of things do relatives of the dead do to appease the spirits? Have students investigate this cultural festival and some of the practices associated with it. Share student findings. Generate a class discussion about other cultural and religious festivals that center around the deceased. Why do students think many cultures and religions feel the need to connect with those who have died?

LINKS:
http://www.cyberhq.net.my/Djnet/focus/smdj/1997/ghost2.htm
http://www.kqed.org/Cell/golden/celebr.html#da
http://www.eliki.com/ancient/mysteries/ghosts/

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EDITOR'S NOTE

TODAY'S NEWS TERMS

malnutrition	**bailout**	**piracy**	**soundtrack**
NGO	**Taiwan**	**ritual**	**spirits**

CNNR Newsroom CHRONICLE

Cheerleading Injuries

1. What are some injuries common to cheerleading? How are some schools trying to prevent these injuries? In your opinion, is cheerleading a sport? Explain. In what ways are cheerleaders also athletes? What kinds of stunts do cheerleaders perform? How can some of these stunts be dangerous?

2. The NCA suggests "stunt smart" guidelines to promote safety and prevent injuries. What are some of these guidelines? Do you think the cheerleaders you know are aware of these guidelines? If not, what could you do to make them aware?

3. Group students. Have each group select one stunt commonly associated with cheerleading (i.e., pyramids, splits, back handsprings) and examine the physiology of that stunt. Direct groups to consult sports trainers and physical education teachers to find out what injuries can occur from that stunt. Then have each group depict via an illustration, what happens to the body when the person attempts that stunt. Where are the pressure points on the body for stress? Have each group present its information and illustration and discuss how injuries can be prevented when performing that stunt.

LINKS:
http://www.aacca.com

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NOTE

TODAY'S NEWS TERMS

hyperextended sprain **conditioning** **technique**
athleticism **NCA**

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CNN NR SM
NEWSROOM

Program Calendar

October 12, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	01:30	01:30
TODAY'S NEWS		00:53	02:23
Top Story	Tension increases as NATO makes a final effort to broker an agreement with Serbia.	05:23	07:46
In the Headlines	BUDGET DEADLINE LOOMS	00:53	08:39
YOUR DAILY DESK		00:40	09:19
Environment Desk	Scientists study the birds and the bees to learn more about their roles as pollinators.	01:44	11:03
WORLDVIEW		01:21	12:24
Top of the World	Some observers fear that the situation in the Balkans requires a long-term commitment from NATO troops.	03:05	15:29
Who's Who?	Accompanied by bagpipe music and flickering torches, visitors tour Vienna's eerie underground sewers.	03:02	18:31
Inside North America	Private companies and U.S. national parks combine efforts to save hundreds of log cabins.	03:20	21:51
NEWSROOM CHRONICLE		01:23	23:14
Newsroom Chronicle	(Part I) CNN NEWSROOM presents "Fists to Firearms," a special series examining the phenomenon of school violence.	04:30	27:44
	CNN NEWSROOM CLOSE	00:16	28:00

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Instructional Programs from CNN TNT CARTOON NETWORK

CNN TODAY'S NEWS

TOP STORY

Crisis in Kosovo

1. How has the tension surrounding the Kosovo crisis increased over the weekend? What final efforts are the NATO allies making to preempt air strikes? In your opinion, is NATO "just going through the motions," or is there a chance for an eleventh-hour settlement?

2. What are the four facets of the United Nations ultimatum to the Yugoslavian government? Discuss possible consequences of military action in Serbia. Does it appear that talks between Slobodan Milosevic and Richard Holbrooke will prove successful? Why or why not?

3. How are Serbian civilians reacting to the possibility of impending air strikes? Do the people interviewed in the video segment seem to support their government's stance concerning Kosovo? Explain. Some analysts say NATO intervention in Kosovo may ultimately increase Slobodan Milosevic's power. What steps are the Serbian nationalists taking to achieve this goal?

4. How does Richard Holbrooke's version of the situation in Kosovo differ from that of Slobodan Milosevic? Why is it difficult to discern the extent of Serbian withdrawal at this juncture? Describe potential NATO strategies if they move to intervene. What are the possible scenarios if air strikes become inevitable?

5. CNN's Brent Sadler reports that Serbian support for Slobodan Milosevic's defiance of the United Nations and NATO is by no means universal. One of the steps the regime has taken to maintain control in the crisis is to ban the independent media. Several of the stations had broadcast reports critical of the government's actions in Kosovo. Divide the class into two groups. Have one act as the official news organ of the ultra-nationalist Serbian government, and the other as the independent press. Ask students to research the latest updates on the status of the situation. Direct each group to produce a radio report from the point of view which they represent. After groups have presented the "news," guide students as they compare and contrast the reports.

LINKS:
http://www.cnn.com/WORLD/europe/9810/11/kosovo.02/
http://www.cnn.com/SPECIALS/1998/10/kosovo/timeline/
http://www.washingtonpost.com/wp-srv/inatl/longterm/balkans/balkans.htm

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In the Headlines

1. Why does funding for the federal government expire at midnight? What are

the implications of a shutdown? Why are both sides downplaying the possibility the government could grind to a halt? How is the budget issue politicized, especially in light of upcoming elections? What are the major areas of agreement and disagreement between Republicans and Democrats over the budget? If the government does shut down, who do you believe should shoulder the blame? Cite reasons to support your answer.

LINKS:
http://www.cnn.com/ALLPOLITICS/stories/1998/10/11/congress.budget/index.html
http://www.washingtonpost.com/wp-srv/politics/special/budget/budget.htm

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EDITOR'S NOTE

TODAY'S NEWS TERMS

NATO
independent media
repression
ultra-nationalist

CNN NR Your Daily Desk

ENVIRONMENT

Pollinators

1. How are bees, birds, bats and other pollinators connected to plant harvests? What are the threats to these pollinators that contribute to their decline? What happens to crop size when bee pollination decreases? What could happen to the world's food supply if this pattern isn't reversed? What impact does that have on prices at the supermarket?

2. Explain what entomologist Stephen Buchman means by his statement "pollinators are quite simply the ecological glue that holds all these communities together." What is happening to America's most important pollinator, the honeybee? What are bee keepers doing to counteract this problem? How have the varroa mites reacted to this approach?

3. Have students discover the geographic areas where bees, flying foxes, and bats play a major role in plant pollination within the U.S. Give students U.S. maps on which they can color. Using coloring pencils or crayons have students identify the pollinating ranges of bees, flying foxes and bats and color them on the map. Where an area has more than one main pollinator, have students create another color to represent that specific combination of pollinators. Have students place all the colors in a key at the top left of the map. Discuss: Which parts of the country have more than one prevalent pollinator? Which have only one? Using these maps have students identify where crops might be exposed to the greatest risk and discuss as a class.

LINKS:
http://users.aol.com/pollinator/varroa.htm
http://www.ces.uga.edu/pubcd/b1045-w.html

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EDITOR'S NOTE

TODAY'S NEWS TERMS

pollination **entomology** **pollinators**
varroa mites **food supply**

CNN NR WORLDVIEW

TOP OF THE WORLD

Bosnia Endless Task

1. According to the video, how is life in Sarajevo different now from life there just three years ago? What do many people believe is responsible for this change? Why is the U.S. concerned about the possibility of a NATO troop reduction in December? In what ways has progress in Bosnia been slow for NATO? What do you think one U.S. airman meant when he remarked that Bosnia could turn into "another Korea?" Do you agree with him? Why/why not?

2. Ask students: To what extent do you believe the NATO effort in Bosnia has been successful? Direct students to work in groups to research and list NATO activities in the Balkans as well as events that have taken place in the region over the past few years. Have each group share its list. Divide the board in three sections. On one section, write "NATO successes" on the second "NATO shortcomings" and on the third "Room for improvement." In class discussion, have students determine in which category each list item belongs. Review the categories and their entries with the class. Then challenge each student to write a brief essay assessing the NATO effort in the Balkans. If this were a report card, what "letter grade" would students assign NATO for its efforts? Why?

3. Do Americans support an extended NATO presence in the Balkans? Have students conduct research to learn more about the pros and cons of an extended stay for NATO troops and share their findings. Then ask students how they feel about the issue. Direct each student to write a brief letter to the editor of your local newspaper either in support of or against extension of the NATO mission.

LINKS:
http://www.thejack.nau.edu/011796/Op3.html
http://www.pipa.org/bosnia.html
http://nt.excite.com/News/971216/17.INTERNATIONAL-BOSNIA.html
http://www.aristotle.net/bosnia/index.htm

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Who's Who?

1. Why are visitors touring the sewers of Vienna? What kind of music accompanies the tour? How does the music seem to add to the experience? What is the inspiration for this tour? Have you ever seen this film? If so, what did you think of it?

2. After viewing the video, ask students what adjectives they would use to describe Vienna's underground sewers. Next divide students into groups and have each group brainstorm a list of adjectives that could be associated with the tunnels. Have them close their eyes and use all their senses to imagine what they would experience if they were touring the tunnels. Have each group use its list to write a poem or collaborate on a short story or song lyrics about a trip to the tunnels of Vienna.

3. Some places like Vienna's underground tunnels are perfect movie or story settings. Challenge students to think of other similar places that would make good settings for a movie plot. Give students ample time to consider the possibilities. Then have each write out his/her idea (setting and plot) and add any stage direction for any other effects, such as special music, lighting, etc. Have each student develop his/her idea into a movie synopsis.

   EXTENSION: Discuss how students would make the movie experience "come alive" for visitors to the movie settings.

LINKS:
http://www.munichfound.de/issues/1997/3/articles/Travel/TVienna.html
http://www.suntimes.com/ebert/old_movies/third_man.html

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INSIDE NORTH AMERICA

Restoring Log Cabins

1. In what ways are log cabins also "doors to the history of the American people?" What percentage of the log cabins in America's national parks are in need of restoration? Why are so many going without these improvements? How are private foundations stepping in to help? Why is the company that makes Log Cabin syrup interested in this project? Do you think this is a good public relations move for the company? Explain.

2. Is there a piece of American history near you that is in need of restoration or preservation? Help students contact local historical societies to find out, then conduct research to learn more about one site in need of improvement. As a class, brainstorm a list of possible donors to aid in this restoration. Have students work in groups to write letters to these organizations or businesses asking for their help.

LINKS:
http://www.americanparknetwork.com/parkinfo/index.html
http://www.pathfinder.com/travel/TL/tarticles/70.html

http://www.detnews.com/menu/stories/51999.htm
http://www.nationalparks.org/partners-aurora.htm

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EDITOR'S NOTE

TODAY'S NEWS TERMS

Sarajevo	**Radovan Karadzic**	**Korea**	**Vienna**
"The Third Man"	**underworld**	**log cabin**	**John Muir**

CNN NR Newsroom CHRONICLE

Newsroom Chronicle

1. What stories of school violence can you recall from the past year? In your opinion, is school violence more of a problem now than it was a year ago? Five years ago? According to experts, to what extent is bullying and teasing a catalyst for acts of violence by young people? Do you agree with this assessment? Explain.

2. How are the judicial systems of some states responding to these acts? What does it mean to be "tried as an adult?" Do you think the threat of trial as an adult is a deterrent to young people who would commit serious crimes? State your rationale.

3. According to the experts, what is the common denominator in the school shootings that took place this past year? In what way does American society promote a mentality that leads to isolation for students who cry out for help? What happens when these students no longer feel connected to friends, family and community? Generate a class discussion about what students think can be done to prevent acts of violence by those who exhibit symptoms of disconnection.

LINKS:
http://www.kci.org/newsletter/1998/1098/1098news.htm
http://www.ascd.org/issue/violence.html
http://darkwing.uoregon.edu/~ivdb/papeles/ussec.html

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EDITOR'S NOTE

TODAY'S NEWS TERMS

juvenile court **offenders** **copycat mentality** **consequences**

isolation **peers**

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CNN NR
NEWSROOM

Program Calendar

October 13, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	00:58	00:58
TODAY'S NEWS		00:51	01:49
Top Story	NATO activates a 96-hour countdown to air strikes in an effort to force Serbia to end its offensive against ethnic Albanians in Kosovo.	04:58	06:47
In the Headlines	NOBEL PRIZE FOR MEDICINE	00:41	07:28
YOUR DAILY DESK		00:42	08:10
International Desk	A Jewish convert killed in the Holocaust is named the Roman Catholic Church's newest saint.	01:42	09:52
WORLDVIEW		00:25	10:17
Top of the World	Fragile free markets may be breeding grounds for discontent over capitalism and political upheaval.	03:25	13:42
Taking Care of Business	A London convention highlights some unconventional inventions.	03:55	17:37
Sports Page	A North Korean basketball player finds that politics is very much a part of sports.	02:45	20:22
NEWSROOM CHRONICLE		00:20	20:42
Fists to Firearms, Part II	What factors are responsible for violence in U.S. schools, and what can be done to reverse the trend?	04:40	25:22
Look Ahead	Beginning October 28th, CNN Newsroom explores the hysteria that surrounded the Salem Witch Trials of 1692.	01:15	26:37

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Salem Witch Trials of 1692.

CNN NEWSROOM CLOSE 01:23 28:00

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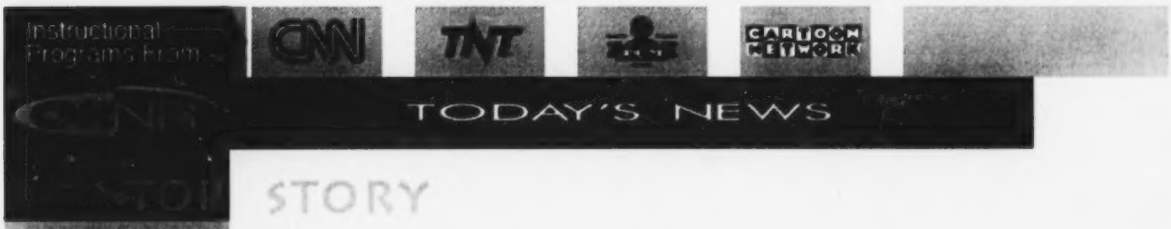

STORY

Crisis in Kosovo

1. What is the situation faced by ethnic Albanian refugees in Kosovo? What is the situation faced by Serbian residents of the province? According to the NATO alliance, when, and under what conditions, will air strikes begin? What could happen to prevent military action? Are there indications the Yugoslavian government may come to terms? Give evidence to support your answer.

2. Why do you think NATO Secretary-General Javier Solana is convinced that diplomacy can succeed and military force can be avoided? What conditions does he place on this position? What commitments have been made by Slobodan Milosevic the interest of facilitating a peace agreement? What are the next steps his regime must take to comply with U.N. sanctions? How will NATO verify that Milosevic is fulfilling his promises?

3. How is NATO preparing for the possibility of military intervention? What do you think is meant by the idea that "words and weapons sometimes go hand in hand" when dealing with international crises? Is that premise borne out by the current situation in Kosovo? Explain.

4. How would NATO forces be mobilized if an attack were to take place? How would prolonged conflict affect NATO strategy? Suggest ways the Yugoslav forces might defend against such military actions. What are the alternatives to the full use of force at this point? Predict the developments of the coming days, based on your observations of the situation.

5. The video segment refers to the "delicate balancing act of diplomacy and military might in diffusing an international crisis." Divide the class into groups and have each select a volatile international standoff that has occurred since 1960. Have each group examine their crisis in terms of diplomacy and armed hostilities. Did each play an equal role in shaping this particular historical event? Was the "balance" maintained or upset? Did diplomacy take over when military might failed, or vice-versa? Which element more dramatically affected the outcome of the crisis? Ask groups to present their analyses in class.

LINKS:
http://www.cnn.com/WORLD/europe/9810/12/kosovo.03/
http://www.cnn.com/WORLD/europe/9810/12/summit.balkan.ap/
http://www.washingtonpost.com/wp-srv/inatl/longterm/balkans/balkans.htm
http://search.washingtonpost.com/wp-srv/WAPO/19981012/V000598-101298-idx.html

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EDITOR'S NOTE

TODAY'S NEWS TERMS

infrastructure	**sticking points**
verifiable compliance	**NATO**

CNN NR INTERNATIONAL Your Daily Desk

The Newest Saint

1. Why is the canonization of Edith Stein controversial? For what miracle was she elevated to sainthood? How will Catholics commemorate the day of her death? According to the Vatican, Edith Stein died in the Nazi death camps because she was a martyr to the Christian faith. Jewish groups argue the real reason is that, to the Nazis, Sister Teresa Benedicta, formerly Edith Stein, was still a Jew, because that's the way she was born. With which point of view do you agree? Explain. Could both ideas be valid? Cite reasons to support your answer.

2. Challenge students to investigate the details of Edith Stein's dramatic life. Have the class research to write biographies of Sister Teresa, including her conversion, her pledge to give her life for the Jewish people, her appeal to Pope Pius XII to speak out against the Holocaust, and her refusal to escape deportation from the Netherlands, her arrest by the Nazis, her ministry at Auschwitz, and her death in the gas chambers. Publish the biography for inclusion in your classroom library or school media center.

   EXTENSION: Divide the class into groups and ask them to produce vignettes or one-act plays illustrating pivotal events in the life of Saint Teresa Benedicta. Invite groups to present these scenes for the class.

LINKS:
http://www.phillynews.com:80/daily_news/98/Oct/12/national/VATI12.htm
ttp://www.suntimes.com:80/output/news/saint1.html

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EDITOR'S NOTE

TODAY'S NEWS TERMS

Holocaust	**Auschwitz**
canonization	**Edith Stein**

CNN NR WORLDVIEW

TOP OF THE WORLD

Failure of Capitalism?

1. How would you describe the current economic conditions in Russia, east Asia and Latin America? According to the video, what has happened when these places have tried to emulate the economic systems of the West? Many academics claim that capitalism is not failing, but that the basic "rule of law" is lacking in these nations and regions. What do you think they mean? Do you agree/disagree with this assessment? Explain.

2. What is capitalism? What political systems are usually associated with capitalism? Have students work in groups to learn more about capitalism and the political systems that support this economic philosophy. What is laissez faire? Why is it an important component of a free market system? Have groups share their findings. Then refer students back to what they have seen and heard in the video. Why do they think the transition to capitalism has been so difficult for nations like Russia? What kind of political system preceded Russia's current one? Generate a class discussion about reasons why some Russian citizens might question the value of a free market system in their current economic predicament.

3. As we hear in the video, the danger in the collapse of capitalism in some nations is that there could be a political backlash. Discuss what a political backlash is and how it could drastically alter the governments in place in Russia, Asia and Latin America. Why might there be calls for "a more authoritarian, central government" among people who feel their free market experiment is failing? What could happen if economic reforms do not soon prove profitable to the people of these regions? Ask students to consider the threat of political unrest in nations whose free market economies are failing. Should this consideration be a part of U.S. foreign policy? Have students write essays either in support of or objection to increased U.S. financial aid to these nations.

LINKS:
http://www.capitalism.org/
http://www.lmu.ac.uk/lss/ls/infosvce/lib/max/cstu31d.htm
http://www3.silas.unsw.edu.au/~greenlft/act_arch/glwrus.htm
http://hsb.baylor.edu/html/gardner/CESCH05.HTM
http://www.capitalism.net/

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TAKING CARE OF BUSINESS

London Inventions

1. Describe some of the inventions recently seen at the London invention convention. Do you think any of these are practical? If so, which ones? Would you buy any of them? Do you think there is a market for these inventions? Explain.

2. What role does the type of economic system (i.e., communism, socialism, capitalism) play in product invention? Have students work in groups to research the basic elements of each kind of economic system and share their findings. Then ask students to consider which of these systems would be most conducive to product development, and why. If "necessity is the mother of invention," could "economy" be its "father?" Discuss.

LINKS:
http://www.umsl.edu/~rkeel/280/class/ambydesn.html
http://www.150.si.edu/150trav/remember/amerinv.htm
http://www.girltech.com/HTMLworksheets/IN_kooky.html

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Sports Page

1. Who is Michael Ri? Why is he unable to play in the NBA? According to U.S. officials, what is the central issue in Michael Ri's case? How have North Korean officials reacted to U.S. demands that none of Mr. Ri's salary be repatriated to that government? How has Mr. Ri's situation affected him and his family? Why is time running out for Michael Ri?

2. How would students define current relations between North Korea and the U.S.? Have groups of students investigate the basis for these strained relations and share their findings. Have each student write a brief paper either supporting or rejecting the U.S. State Department's rationale for not allowing Michael Ri to play in the NBA.

LINKS:
http://sandlotshrink.com/bkbfeature.htm
http://usaengage.org/consider/consider19.html

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EDITOR'S NOTE

TODAY'S NEWS TERMS

capitalism	**rule of law**	**free market**	**authoritarian**
invention	**practical**	**NBA**	**North Korea**

CNNNR Newsroom CHRONICLE

Fists to Firearms, Part II

1. What is the source of most firearms that are brought to school by students? According to law enforcement officials and experts, how is the role of the parent

critical in whether a student will commit a violent act? Do you think that parents should be involved in their children's schools? If so, to what extent? If not, why not? What are some reasons why many parents are not involved in schools? Do you think these reasons are legitimate ones? Explain.

2. Today's segment of "Fists to Firearms" also addresses the issue of violence in the media and whether it promotes violent behavior. What do students think? Have them work in groups to conduct research exploring both sides of this issue and share their findings in class discussion. Challenge each to write a paper offering his/her opinion on the issue of the media's role in violent behavior. To what extent, if any, do students believe media violence is responsible for the violence that is happening in schools?

LINKS:
http://www.wfubmc.edu/newsdesk/archives/gender.shtml
http://www.annenberg.nwu.edu/pubs/violence/viol8.htm
http://www.ncrel.org/sdrs/areas/issues/envrnmnt/drugfree/sa2paren.htm

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EDITOR'S NOTE

TODAY'S NEWS TERMS

conflict management **media** **role model** **intrusive**

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CNN NR
NEWSROOM

Program Calendar

October 14, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	01:15	01:15
TODAY'S NEWS		00:56	02:11
Top Story	Yugoslav President Slobodan Milosevic, bowing to NATO military threats, agrees to comply with U.N. demands to end repression of Kosovo Albanians.	03:36	05:47
In the Headlines	NEW NOBEL LAUREATES	00:50	06:37
YOUR DAILY DESK		01:03	07:40
Business Desk	Toys R Us unveils a new strategy: fewer toys and more other "stuff."	01:46	09:26
Business Desk Extra	Young people are making plans for a more secure financial future.	01:46	11:12
WORLDVIEW		00:45	11:57
Top of the World	Myanmar's government strives for a new image, but critics charge its human rights record tells the real story.	03:10	15:07
Wild Kingdom	-Thailand monkeys feast -Work with the crocodiles	01:20	16:27
Taking Care of Business	Thai women "man" gas pumps in an effort to earn a living in a tough economy.	01:45	18:12
Sports Page	A South Korean golfing sensation has captured her country's imagination.	02:50	21:02
NEWSROOM CHRONICLE		00:41	21:43
Fists to Firearms,	Many experts believe that lack of respect for authority	04:30	26:13

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Firearms, Part III lack of respect for authority and availability of guns create a climate for youth violence.

CNN NEWSROOM CLOSE 01:47 28:00

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Crisis in Kosovo

1. What are the elements of the deal struck by Yugoslav President Slobodan Milosevic and NATO? Who will be responsible for verifying that the conditions of the agreement are being met? What is the traditional role of OSCE? On what factors does this diplomatic solution hinge? What are the possible consequences of noncompliance by the Serbs?

2. Why do you think Slobodan Milosevic entered into the agreement? How did he characterize his decision to the Serbian people? What is the ultimate goal of the accord? What events must follow for this goal to be accomplished?

3. How are ethnic Albanian refugees reacting to news of a deal? In what way is the situation worsening for displaced residents? Why is it difficult for relief workers to provide aid? Explain why some villagers have returned home in spite of fears of Serbian reprisal. How has the NATO threat harmed, rather than helped, refugees?

4. The OSCE faces the task of designing a verification procedure to ascertain Serbian compliance with the U.N. Resolution 1199, and to determine a timetable for completing interim autonomy arrangements with the Kosovar Albanians. Direct students to research the terms of the agreement and work in small groups to produce "checklists" of items the OSCE inspection teams must examine to ensure Slobodan Milosevic's government is meeting its commitments in Kosovo.

5. Divide the class into three groups, representing the Serbian government, the ethnic Albanian rebels, and an international relief agency. Each group should research to compose position statements relating to the current status of refugees in Kosovo. Students should present their statements in class. Follow up by holding a discussion of the points of agreement and points of conflict between each group. What initial steps must be taken to return the refugees to their homes? What problems must be addressed in the immediate future? What are the essential elements of a long range plan to guarantee the safety and security of ethnic Albanians in Kosovo?

LINKS:
http://www.cnn.com/WORLD/europe/9810/13/kosovo.04/
http://www.cnn.com/WORLD/europe/9810/13/kosovo.01/
http://www.washingtonpost.com/wp-srv/digest/daily/oct98/14/balkans.htm

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EDITOR'S NOTE

TODAY'S NEWS TERMS

verification	**OSCE**
Slobodan Milosevic	**ethnic Albanians**

CNN NR BUSINESS

Your Daily Desk

Trickle Down Toys

1. Why do you think Toys R Us is moving to diversify its product line? Is this a wise business decision, in your opinion? Why or why not? How will this affect toymakers and suppliers that sell to Toys R Us, the retailer? Why do you think general retailers such as Target, K-mart, and Walmart only stock the "hottest" toy items? How might the upcoming changes alter the entire "marketing equation" for a specialty store, like Toys R Us?

2. Why have electronics become increasingly popular with consumers? How is this trend the basis of Toys R Us' new strategy? Why will Toys R Us cut prices in the fourth quarter of this year? What is the possible reason for their delay in "revamping" their stores? How will pricing impact toy manufacturers? Explain. Why do you think toys are the last things consumers stop buying when faced with economic "hard times?"

3. Discuss this concept in class: "The key to successful marketing starts with customers: their needs and how they purchase the product." Have students analyze why Toys R Us is restructuring. Next, guide students in an analysis of marketing's role in helping companies plan their business strategies. According to the American Marketing Association, marketing is "the process of planning and executing the conception, pricing, promotion, and distribution of ideas, goods, and services to create exchanges that satisfy individual and organizational objectives." For example, Toys R Us is attempting to be responsive to consumer needs, that is, it is marketing driven, by offering more goods that consumers want, like electronics. Divide the class into groups. Have each investigate the application of the basic principle of marketing as applied to the restructuring of a specialty store in your community. Ask groups to formulate a plan to "redesign" the stores to appeal to a teenage consumer base. Groups should devise an instrument to measure which goods the customers want, and how they might diversify product lines to "satisfy personal and organizational goals." Invite groups to share their strategies with the class. Follow up by having students consider the relative advantages and disadvantages of diversification for specialty shops such as shoe stores, record stores, clothing boutiques, auto parts retailers, etc.

4. Challenge students to create charts or graphs to visually illustrate the "trickle-down" effect Toys R Us restructuring is likely to have on toy manufacturers and wholesalers. Have students explain the interrelationships represented by their charts.

LINKS:
http://www.shareholder.com/toy/News/19980916-4710.htm
http://www.demographics.com/publications/ad/96_ad/9610_ad/9610a45.htm

http://www.demographics.com/publications/ad/98_ad/9802_ad/ad98028.htm
http://www.demographics.com/publications/mt/98_mt/9804_mt/mt980418.htm

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Business Desk Extra

1. Why are many young people considering their financial futures? How can those "just starting out" implement an effective money saving strategy? What are the steps in setting up a personal budget? How much savings should each individual have? What variables must be considered in setting up a personal budget?

2. List some "conservative" investments. Which investments are considered "risky?" What contingencies might influence an individual's investment decisions? List ideas for controlling "impulse" spending. Which of these might work for you? Explain.

LINKS:
http://www.creditcenter.com/personal_finance/
http://www.cob.ohio-state.edu/dept/fin/cern/invest1.htm#Link3

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EDITOR'S NOTE

TODAY'S NEWS TERMS

earnings	**market share**	**marketing**	**marketing myopia**
money management	**assets/debts**	**cash reserve**	**financial goals**

CNN NR WORLDVIEW

TOP OF THE WORLD

Myanmar Human Rights

1. Why is Myanmar's government trying to "soften its image?" How is it trying to accomplish this goal? Does the strategy appear to be working? Explain. At the same time the dance troupe was performing, why were Myanmar refugees protesting in Bangkok? What happened to the two dissidents who were interviewed by CNN? How is this detention a violation of basic human rights?

2. What kind of government is currently in power in Myanmar? What is a junta? Generate a class discussion about the existence of civil liberties under an authoritarian regime. Why are civil rights usually surpressed under this kind of government? Are students surprised that the individuals who spoke to CNN were

arrested by Myanmar authorities? Why do students think the government of Myanmar does not allow public criticism?

3. What is the Declaration of Human Rights? What principles are embodied in this declaration? Have students consult the third website below or print resources to examine the text of this declaration. Then have students work in groups to investigate the allegations of human rights violations in Myanmar. Refer groups back to the Declaration of Human Rights: Which of its provisions have authorities in Myanmar allegedly violated? Should the General Assembly of the United Nations respond to these human rights infractions? If so, how?

LINKS:
http://humanrights.miningco.com/library/weekly/aa061697.htm
http://www.soros.org/burma/myaethat.html
http://www.getupstandup.com/03rights.html

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TAKING CARE OF BUSINESS

Thai Gas Stations

1. How is Shell Oil capitalizing on current economic trends in Thailand? How are the women gas station attendants being received by the general public? What are their strengths in this business? How much do the women attendants earn daily? Why is their presence an unusual sight in Bangkok?

2. What economic conditions have led to layoffs that have affected many female workers in Thailand? Have students work in groups to investigate Thailand's economic climate. Direct each group to make a formal presentation of its findings. Discuss which industries and job sectors appear to be hardest hit by the economic crisis. Why are women workers often the first to feel the brunt of tough times in any economy?

LINKS:
http://www.asiatour.com/thailand/e-05nort/et-nor11.htm
http://www.nando.net/newsroom/ntn/biz/042398/bizt_28293_noframes.html

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Sports Page

1. Who is Pak Se Ri? How is her story an inspiration for South Koreans? For what Korean corporation is Pak Se Ri a spokesperson? Why is Samsung paying huge amounts of money to keep her as their celebrity endorser?

2. What kinds of pressure does Pak Se Ri feel? Name some professional athletes or other celebrities that you feel face an inordinate amount of pressure. From where does this pressure originate? Do you think that celebrities and athletes should be role models? Explain. Why do you think South Koreans have elevated Pak Se Ri to such status?

LINKS:
http://www.geocities.com/ad_container/pop.html?cuid=9635&keywords=ADFORCE
http://www.infoseek.com/Sports/Sports/Individual_sports/Golf/LPGA/Women/Pak_Se_Ri

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EDITOR'S NOTE

TODAY'S NEWS TERMS

Myanmar	**human rights**	**dissident**	**embassy**
Bangkok	**Pak Se Ri**	**sponsor**	**morale**

CNN NR Newsroom CHRONICLE

Fists to Firearms, Part III

1. According to school psychologist Dr. Garry McGiboney, why don't students respect their parents and other authority figures? How has modern life changed the roles of young people and made them more like adults? Do you agree with these assessments? Explain.

2. Have students ask their parents and other older family members how they handled anger when they were in school. What did they do to "vent" when they had a problem with another person? Did students twenty or thirty years ago handle their anger towards authority figures differently than they did when they were angry at their peers? Have students share their parents' insights. Do today's students feel that respect for authority can be restored? Is it possible for students to learn how to respect each other? Discuss.

3. What does a Center for Disease Control survey indicate about young people and guns? What are some possible strategies for addressing this problem? Why do supporters of the Second Amendment to the U.S. Constitution believe that more legislation is not the answer? Ask students what they believe is the best way to deal with the problem of kids and guns. Assist them in researching information about all approaches, including new technology (gun locks, etc.), more restrictive legislation, education and tougher penalties for young people who carry weapons. Then have each student write a position paper, indicating his/her strategy for addressing the gun issue among youth and the rationale for that strategy.

LINKS:
http://www.cdc.gov/od/oc/media/fact/violence.htm
http://loki.stockton.edu/~millerr/guns.htm
http://www.jointogether.org/gv/help/youth/what/#TOP

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EDITOR'S NOTE

TODAY'S NEWS TERMS

CDC **Second Amendment** **chivalry** **authority**

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CNN NR
NEWSROOM

Program Calendar

October 15, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	01:20	01:20
TODAY'S NEWS		00:58	02:18
Top Story	The U.S. hosts a Middle East Summit, aimed at getting the peace process back on track.	02:30	04:48
YOUR DAILY DESK		00:45	05:33
Science Desk	A "bandage" made of blood proteins could reduce fatalities from certain kinds of wounds.	02:10	07:43
WORLDVIEW		01:00	08:43
Weather Watch	SeaWIFS is an earth observing satellite that takes the pulse of the planet.	02:52	11:35
Information Please	The United Arab Emirates launches a plan to protect the green sea turtle.	01:38	13:13
Wild Kingdom	Keiko makes his way in the waters of his original home off Iceland.	01:54	15:07
Where in the World?	Prospective brides and grooms attend a traditional marriage fair in search of mates.	02:18	17:25
NEWSROOM CHRONICLE		00:31	17:56
School Violence Summit	CNN Newsroom's Tony Frassrand reports from Washington, where a summit on school violence commences today.	03:28	21:24
Fists to Firearms, Part IV	Groups across the country address the problem of school violence.	02:57	24:21

Look Ahead	Beginning October 28th, CNN Newsroom explores the hysteria that surrounded the Salem Witch Trials of 1692.	01:00	25:21
	CNN NEWSROOM CLOSE	02:39	28:00

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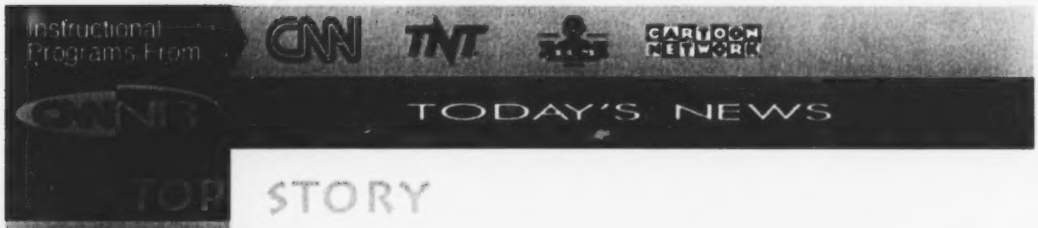

TOP STORY

Mideast Summit

1. Who is hosting today's Mideast Peace Summit? Why are these talks necessary at this point in time? What is the main point of contention in negotiations between Israelis and Palestinians? What is the current status of Palestinian autonomy and Israeli troop withdrawal from the West Bank? What is Palestinian President Yasser Arafat threatening to do if an agreement over these issues cannot be reached by 1999? Do you think this is a reasonable demand? Why/why not?

2. Why are some observers questioning whether Israeli Prime Minister Netanyahu will help secure a breakthrough to a new West Bank land transfer? What does Israel plan to demand in exchange for 13% more of the West Bank? Why does President Arafat want this land? How are political factors giving Prime Minister Netanyahu the upper hand in these negotiations?

3. In the video we learn that Prime Minister Netanyahu's focus has shifted from the original "land for peace" concept to "land for security." Generate a class discussion about the meaning of this statement. Then have students conduct research in groups to learn more about the Mideast peace negotiations to this point: What have Israelis and Palestinians each put on the negotiating table? What promises have been made? Which ones have been kept? Have groups present their information in class discussion. Refer students back to the "land for security" focus that Prime Minister Netanyahu has adopted. Reflecting on what they have learned about the Mideast peace process, do students think this is a good idea? Challenge each student to write an editorial column either supporting or rejecting the "land for security" concept.

LINKS:
http://www.state.gov/www/current/middle_east/ishome.html
http://www.cnn.com/WORLD/struggle_for_peace/index.html
http://www.usis-israel.org.il/publish/peace/ongoing.htm

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Your Daily Desk

Blood Bandages

1. What are fibrinogen and thrombin? How are they being used by American Red Cross scientists? How do these proteins stop bleeding? What critical needs does Dr. William Rogers think this new bandage will meet? What is its timetable for FDA approval?

2. How has this scientific breakthrough been adapted to treat other kinds of wounds? What happens to the bandage when it first comes into contact with an open wound? What happens to it over time? What applications other than blood loss prevention does Bill Drohan see for the varying forms of this bandage?

3. One of the most important uses of this new bandage will be on the battlefield. The U.S. military gave a large amount of money to sponsor the research that led to this product's inception (see first website below). Working in small groups, have students investigate other recent inventions created as a result of research sponsored by the military in the areas of health and soldier preparation technology. After researching the topic in general, each group should choose one invention or product and prepare a short oral report to share with the rest of the class. As each group presents its findings, discuss both the military and nonmilitary uses for these inventions.

LINKS:
http://www.crossnet.org/news/common/94_95/bld926.html
http://www.usatoday.com/life/health/tech/lhtec001.htm
http://www.redcross.org/cgi-bin/mfs/13/www/redcross/biomed/labs/plasder.html

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EDITOR'S NOTE

TODAY'S NEWS TERMS

Oslo Accords	**Hebron Agreement**	**Palestinian state**	**Yasser Arafat**
Benjamin Netanyahu	**blood proteins**	**fibrinogen**	**thrombin**

WORLDVIEW

Weather Watch

1. For what does SeaWIFS stand? List the ways in which an earth observing satellite is useful to scientists. How does SeaWIFS detect the presence of phytoplankton? Why do researchers hope to learn more about this tiny organism? What other observations are made possible by SeaWIFS? What dramatic change has occurred in the ocean ecosystem recently? How did this change affect biological and meteorological conditions?

2. Have students write poems based on the concept of the earth as a living organism. Invite them to use this line from the video segment as inspiration: "Like all living things on Earth, the earth itself has a pulse. It pulses with the sun rising and setting, pulses with the seasons, pulses with the changes from year to year." Allow students to illustrate their verses and compile the poems into a collection for your classroom library.

3. Guide students in an examination of the integral role or phytoplankton to Earth's ecological systems. These small plants are the beginning of the food chain for most of the planet. As phytoplankton grow and multiply, small fish and other animals eat them as food. Larger animals then eat these smaller ones. The ocean fishing industry finds good fishing spots by looking at ocean color images to locate areas rich in phytoplankton. Phytoplankton also affect the atmosphere through photosynthesis. Have students visit the first website below to study these cycles. Based on their research, have small groups produce charts, wheels, or graphs that visually interpret the food chain with phytoplankton as the "first link." Set up a classroom display of student work.

LINKS:
http://seawifs.gsfc.nasa.gov/SEAWIFS/LIVING_OCEAN/LIVING_OCEAN.html
http://seawifs.gsfc.nasa.gov/SEAWIFS.html
http://plankton.gsfc.nasa.gov/

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INFORMATION PLEASE

Green Sea Turtles

1. What factors contribute to the endangerment of the green sea turtle? What steps is the United Arab Emirates taking to protect this reptile? How are government biologists working to eliminate the threats to the turtle? In your opinion, are these plans viable? Why or why not? How is this location uniquely suited to the protection of amphibious creatures?

2. Why do researchers tag the turtles with tracking devices? How does private industry collaborate with the government to

advance the study of sea turtles? Why are breeding programs essential to the survival of the species?

3. Ask students to research and write "biographies" of green sea turtles living on the coast of the United Arab Emirates. The tales should chronicle the experiences of individual turtles and their groups, and include details unique to the specific environment. Invite students to share their stories and discuss how the work of UAE government scientists might be applied to reduce the threat to green sea turtle populations around the world.

LINKS:
http://www.slc.k12.ut.us/webweavers/lindam/listseaturtle.htm
http://www.edenpr.k12.mn.us/Enviro/Turtles.txt

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WILD KINGDOM

Keiko's Story

1. Why did scientists want to return Keiko to the exact location from which he was captured? What are the dangers and challenges facing Keiko in the wild? How have his handlers tried to improve his odds of survival?

2. How did the film "Free Willy" draw attention to the plight of Keiko and other killer whales in captivity? Do you think conditions are universally bad in all aquariums? Explain. What "human" qualities did Keiko exhibit? Why might his lack of aggression be detrimental in the wild?

3. Encourage students to study the effects of captivity on killer whales. Have small groups research the following areas relating to care of marine mammals: the nutritional needs of killer whales, optimal tank sizes, recommended activity levels, health and medical concerns, and provisions for stimuli in the form of other animals, and opportunities for play and social interaction. Some say many whales grow and prosper with proper care. Opponents argue, however, that no matter how well captives are cared for, killer whales develop a drooping of the dorsal fin when in captivity for any length of time, and exhibit a pronounced "longing for freedom." Critics of release programs point out that whales born in captivity may have a difficult time adapting to the wild. Have groups consider each of this issues and present their findings in class. Based on this data, launch a debate concerning the ethics of captivity and feasibility of release programs for killer whales.

LINKS:
tp://webproducts.classroom.com/keiko/splash.html
http://www.columbian.com/keiko/keiko.html
ttp://headlines.yahoo.com/granite/wwmt/feature2/19980910.html

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WHERE IN THE WORLD

India Marriage

1. What is the goal of the marriage fair? Is this a viable method of choosing a mate in your opinion? Why or why not? How are the rules of courtship "relaxed" during the event? Can you think of ceremonies or rites in other cultures that culminate in romantic matchmaking? Why do you think the elders are so strict about adhering to rigid traditions governing the appropriateness of a marriage?

LINKS:
http://www.hindunet.org/marriage/
http://www.angelfire.com/az/ambersukumaran/hinduwedding1.html
http://www.rediff.com/news/1998/jul/21shill.htm

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EDITOR'S NOTE

TODAY'S NEWS TERMS

SeaWIFS	**phytoplankton**	**green sea turtle**	**United Arab Emirates**
Keiko	**killer whale**	**captivity**	**courtship**

CNN NR Newsroom CHRONICLE

School Violence Summit

1. What is the focus of the Department of Education report to be released at today's violence summit? Why do you believe the government is launching an examination of this issue? Who will testify and why? What happened to Ryan Attebury? How has his experience affected his life? What is he doing to fight the trend of school violence? What is the message he and his mother hope to share with society?

2. What is the main goal of the conference? How will this be accomplished? What strategies have students and school administrators suggested to combat violence? What alternative programs would you suggest?

3. Ryan Attebury hopes to share his message with the nation at today's violence summit. Invite students to imagine they could participate directly and had the opportunity, like Ryan, to speak

to those assembled in Washington. What would they say? Encourage students to compose short speeches or "testimonials" addressing the issue of school violence. Have students present their speeches in class.

LINKS:
http://www.cnn.com/US/9810/14/boys.guns/
http://www.cnn.com/SPECIALS/1998/schools/index.html

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Fists to Firearms, Part IV

1. What is a mentor? How has the mentoring program changed Demetrius Pettiford's life? In what way would past generations have offered support to a young person like Demetrius? Explain some of the contributing factors to the isolation of today's youth and the collapse of a more traditional social structure.

2. What characteristics do good violence prevention programs have in common? Why is it said "there is no magic potion?" Are you willing to give up some personal freedoms in order to feel safer in your school environment? Why or why not? What is the "good news" about violence among teens? Cite possible reasons for this trend.

3. Challenge small groups to design community-based programs aimed at preventing violence among young people in your area. Have them examine the characteristics of successful efforts and apply some of the principles introduced in the video segment as they structure their plans. Groups should share ideas and discuss the feasibility of each proposal.

LINKS:
http://nces.ed.gov/pubs98/violence/98030011.html
http://www.lalc.k12.ca.us/essay/7_24/schvioldigest.html
http://www.ncsu.edu/cpsv/special_feat.html

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EDITOR'S NOTE

TODAY'S NEWS TERMS

summit **testimony**
mentoring **isolation**

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Program Calendar

October 16, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	01:15	01:15
TODAY'S NEWS		00:45	02:00
Top Story	Both sides claim victory as Republicans and Democrats strike an eleventh-hour budget deal.	02:05	04:05
In the Headlines	NETANYAHU, ARAFAT IN INTENSE TALKS	00:50	04:55
YOUR DAILY DESK		00:45	05:40
Editor's Desk	German architecture students hope to rebuild history and provide a memorial to those who died in the Holocaust.	02:30	08:10
WORLDVIEW		00:30	08:40
Top of the World	The Vatican does a bit of cleaning in anticipation of 60 million guests.	02:05	10:45
Culture Watch	Mongolian Shaman hope to introduce ancient beliefs to modern followers.	01:20	12:05
NEWSROOM CHRONICLE		01:00	13:05
Anti-Violence Summit	Parents, teachers, students and law enforcement meet in Washington to discuss the issue of school violence.	03:15	16:20
School Violence	Some worry that media reports of school violence exaggerate the problem and stereotype teenagers.	06:05	22:25
Fists to Firearms, Part V	An act of violence that takes only seconds impacts the lives of others forever.	03:20	25:45
	CNN NEWSROOM CLOSE	02:15	28:00

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02:15 28:00

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It's a Deal

1. Why were congressional representatives and the president hurrying to agree on a federal budget? Which side was the "winner" in negotiations, achieving most of the budget goals it wanted? What were some of the big ticket items the White House wanted? How did congressional Republicans "win" as well? Why are some Republican conservatives angry with their leadership? Why do you think Republican congressional leaders gave President Clinton almost everything he wanted? Do you think this was a wise political move? Explain.

2. Revisit this quote from the video, "In the end it was social issues, not spending, that proved the most contentious." Generate a class discussion about "social issues." What are some examples of social issues? Why are they high on President Clinton's agenda? What kinds of social issues do Republicans in the House endorse? Discuss the social issues that were considered in the budget debate as well as those one might put in the category of "unfinished business." Based on what they have seen in the video and heard in class discussion, challenge students to come up with lists of the most pressing issues that will be on the minds of voters in congressional elections next month. Have students share their lists and make predictions about the outcome of these elections (number of House seats won by each party) based on the mood of the electorate.

3. Both sides were claiming victory as budget negotiations concluded. Have students work in groups to learn more about both President Clinton's and congressional Republicans' political philosophies and agendas. The second and third websites below should be of value as groups conduct their research. Direct groups to also research the budget deal. Share group information in class. Challenge each group to choose one of the two sides and write either a press release or a speech declaring victory in the battle over the budget. Discuss how Democratic and Republican philosophies and agendas are reflected in their budget priorities.

LINKS:
http://cnn.com/ALLPOLITICS/stories/1998/10/15/budget.03/
http://www.lse.fullfeed.com/~lcrp/links.htm
http://www.democrats.org/index.html

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EDITOR'S NOTE

TODAY'S NEWS TERMS

fiscal year **surplus** **conservative** **social issues** **tax cuts**

CNNR Your Daily Desk

EDITOR'S

Synagogues Reborn

1. What happened on Krystallnacht? Why do you think this event is termed "the night of broken glass?" How was Krystallnacht a harbinger of days to come for European Jews? What was the significance of the destruction of synagogues, places of worship?

2. What is CAD? How are architects able to "recreate" the synagogues? Give possible reasons they cannot actually be rebuilt. How do you think the students acquire the information they need to reproduce the original designs of the buildings? Do you agree "rebuilding" is an accurate metaphor for the relationship between modern Germans and Jews? Why or why not?

3. Why do you think the architecture students feel the impulse to somehow "apologize" for the wrongs of past generations? Do you believe their sentiments are shared by the vast majority of their peers? Cite evidence to support your answer. Do you think their gesture is appropriate and/or meaningful? Explain.

4. Define admonishment. Why do the students insist it is important to remember the synagogues? How does the architecture reflect the lifestyle and culture of the builders? The people who prayed there? The community at large?

5. Guide students in a study of the historical significance of Krystallnacht, November 9, 1938. The first three websites below offer good explanations of Krystallnacht and surrounding events. Challenge students to collaborate on a documentary that outlines the circumstances leading up to Krystallnacht and analyzes its impact on the political and social position of the Jewish population in areas under Nazi control. The program should chronicle the progression of actions that culminated in genocide. Record the documentary on audiotape and share with other classes.

6. Even though the rebuilding is "virtual," the concept of historical preservation is central to the effort of the German students. Hold a class discussion of architecture as one of the lasting anthropological and historical legacies of a culture. Ask

students: Why might the reconstruction of the synagogues be especially vital to the study of Jews in 20th century Europe? What other structures exist as monuments to this era? Encourage small groups to select buildings or structures they believe to be indicative of the time period leading up to World War II. They should collect images of and historical data about these "architectural icons" and use these to construct a display board or webpage highlighting their choices.

7. Invite students to analyze the trend toward official and unofficial apologies for wrongs perpetrated by nations and governments. The United States has apologized (and paid restitution) to Japanese-Americans interred during World War II; Japan recently offered its fullest apology for its 35-year colonial rule over South Korea. Direct students as they investigate other examples. Ask if they feel "forgiveness" or "redemption" is possible in such situations. Has Germany ever officially apologized for the Holocaust? Divide the class into groups and have each identify a historical "wrong." The group should write a formal apology to the group who was subject to damage or destruction. Use these as a basis for a class discussion.

LINKS:
http://www.historyplace.com/worldwar2/holocaust/h-knacht.htm
http://www.historyplace.com/worldwar2/holocaust/timeline.html
http://www.hartford-hwp.com/archives/61b/002.html
http://www.igc.apc.org/ddickerson/polish-synagogues.html

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EDITOR'S NOTE

TODAY'S NEWS TERMS

Krystallnacht	**synagogue**	**architecture**
Holocaust	**virtual**	**admonishment**

CNN NR WORLDVIEW

TOP OF THE WORLD

Vatican Preps

1. What is the "Jubilee?" Why do you think Vatican officials feel the need to "clean up?" What are the challenges of the process for workers? What has caused damage to the marble face of the colonnade? What substance are they using to clean the marble? Why do you think this method is so effective? Analyze the reasons the cleaning company would donate their services to the Vatican.

2. Have students explore the attractions of Vatican City to prepare

a historical overview for visitors who will flock to the site for the Jubilee. Ask them to develop guidebooks using photos, information, and maps. Then, invite individual students to give "virtual tours" of the Vatican and surrounding areas, using the guidebooks. Follow up by having small groups mount a campaign to attract pilgrims to the Jubilee. Discuss the problems that may be presented by the fact that 60 million people are expected for the celebration. How can Vatican officials most effectively implement crowd control measures to ensure the Jubilee is a meaningful experience for all who attend?

LINKS:
http://www.vatican.va/
http://www.bne.catholic.net.au/jubilee/index.htm
http://www.nccbuscc.org/jubilee/index.htm

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CULTURE WATCH

Mongolia Shaman

1. Who are the Shaman? What role have they traditionally played in Mongolian history? Why do you think military and political leaders often rely upon the spiritual guidance of those considered to be holy men and women? When did respect for the Shaman begin to decline in Mongolian society? How is the belief "making a comeback" in modern times? Describe the ways the ancient crafts are being adapted to attract a younger constituency.

2. Have students research the traditions and beliefs of the ancient Mongolian shaman, such as those who served as advisors to Kubla Khan. Ask student groups to assume the roles of shamans who have traveled in time to the present day. They must communicate their teachings to a modern audience using various media, including the Internet, radio, television and/or advertisements. Follow up group presentations by allowing the class to vote on the "shamans" with the most creative approach.

LINKS:
http://www.newgaia.com/tshaman/linksham.html
http://www.arts.u-szeged.hu/journal/shaman/shaman2.html
http://www.brightworks.com/mongolamerican/culture.htm

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EDITOR'S NOTE

TODAY'S NEWS TERMS

Vatican City **colonnade** **St. Peter's Square** **Jubilee**
interactive **shaman**

CNNNR Newsroom CHRONICLE

Anti-Violence Summit

1. Who attended the school safety conference held at the White House yesterday? Why do you think this conference was attended by so many people from such diverse professions and backgrounds? What was First Lady Hillary Rodham Clinton's message to conference participants?

2. What has the president's commission on school violence revealed? Do you agree that most schools are safe? Explain. If the study's findings are accurate, why do you think so many students say they feel unsafe at school? How might this feeling have a negative impact on their education?

3. Review the five new proposals the White House is offering to address the issue of school violence and the fear of school violence. Have students work in groups to critique each proposal for effectiveness and practicality: What do they think will work? What measures will not? Reconvene the class and ask a spokesperson from each group to share the group's ideas. Ask students: If you could act as advisors to the president on the subject of school violence, what would you recommend he do? Discuss.

LINKS:
http://www.lalc.k12.ca.us/essay/7_24/schvioldigest.html
http://www.ncsu.edu/cpsv/

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School Violence

1. What do statistics tell us about the possibility of falling victim to school violence? How do these numbers support the claim that "school is still one of the safest places to be?" Why do you think school shootings draw so much media attention? What is "hype?" How do news organizations defend their decisions to cover these events? In your opinion, does news coverage of school shootings make it appear these isolated events are part of a trend? Explain.

2. How did Nigel Wade direct his newspaper to cover the school shooting in Oregon last spring? What was the rationale for this decision? Do you think Mr. Wade made a good decision from a moral point of view? From a business point of view? State your rationale.

3. According to those interviewed in the video, what are the dangers of excessive media coverage of school violence? What kinds of "everyday issues" does Ms. Goodwin think are being ignored at the expense of this coverage? Do you agree or disagree with her? Explain. Do you think that the media, through its coverage of school shootings, has inadvertantly helped to stereotype teenagers? Explain. Why do you think so little good news about students makes the news?

LINKS:
http://www.policy.com/docs/usnw/schiraldi082598.html
http://www.jordan.durham.k12.nc.us/fc/feb1997/violence.html
http://www.annenberg.nwu.edu/pubs/violence/viol5.htm

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Fists to Firearms, Part V

1. What two "faces" of school violence are presented in this segment? How do Kip Kinkel's former classmates describe him? Why do you think there is such a disparity among their accounts? Do you think some of his classmates expected him to exhibit violent behavior? Who is Ryan Atterbury? How does he use his experience to deliver a message to students? Consider the "two faces" of school violence we have seen in this segment: Why do you think some individuals resort to violence while others seem to deal with and rebound from adversity?

LINKS:
http://www.usnews.com/usnews/issue/980406/6john.htm
http://www.edweek.org/ew/vol-17/42carth.h17

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EDITOR'S NOTE

TODAY'S NEWS TERMS

SERV	**perspective**	**statistics**	**hype**
ratings	**stereotype**	**profile**	**survival**

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CNN NR
NEWSROOM

Program Calendar

October 19, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	01:15	01:15
TODAY'S NEWS		01:00	02:15
Top Story	Britain's arrest of Chile's former dictator Augusto Pinochet has provoked reactions of both praise and outrage.	04:10	06:25
In the Headlines	SOME PROGRESS IN MIDEAST PEACE TALKS OBSERVERS ARRIVE IN KOSOVO	01:10	07:35
YOUR DAILY DESK		00:45	08:20
Environment Desk	A new filter may make diesel cars and trucks more environmentally-friendly.	01:45	10:05
WORLDVIEW		00:30	10:35
Top of the World	Vietnamese families continue to search for the remains of loved ones missing in action thirty years ago.	03:00	13:35
Did You Know?	Environmentalists warn of disaster if India's Gosaba Power Plant continues to burn mangrove trees to generate electricity.	02:55	16:30
Short Take	The curtain goes up on opera in the shadow of the Great Pyramids.	00:45	17:15
Inside Russia	Getting Russia's oil to world markets involves enormous risks.	02:30	19:45
NEWSROOM CHRONICLE		00:30	20:15

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Heroes for the Planet	Dr. Sylvia Earle has made protection of the world's oceans her life's work.	03:45	24:00
Autumn Leaves	Take a stroll through the autumn leaves in New England.	01:30	25:30
	CNN NEWSROOM CLOSE	02:30	28:00

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Instructional Programs From CNN TNT CARTOON NETWORK CNNNR

TODAY'S NEWS

TOP STORY

A Chile Divided

1. Who is Augusto Pinochet? Why is he in Great Britain? What has the Spanish government asked the British government to do regarding Mr. Pinochet, and why? Why are some Chileans celebrating his arrest, while others are protesting this action?

2. Direct students to locate definitions for the terms "diplomatic immunity" and "extradition." Have them share their information in class discussion. Why are both diplomatic immunity and extradition vital to positive international relations? When might each practice cause problems? Next, have students work in groups to research the alleged human rights violations under Augusto Pinochet's government and share their findings. Have each group act as the British government and render a decision on extradition. Should Great Britain have arrested Augusto Pinochet? Have groups present their decisions and rationale.

3. Sources have quoted Augusto Pinochet as once saying, "Sometimes democracy must be bathed in blood." Read this quote to students and ask them what they think Mr. Pinochet meant. Have groups of students research Chile in the Pinochet years. Discuss what an authoritarian ruler is and why this kind of ruler relies on "iron fisted" control of the citizenry.

LINKS:
http://www.businet-club.com/en/country/chl2.html
http://www.latinolink.com/news/news98/0131npin.htm
http://www.herald.com/americas/southam/chile/digdocs/043942.htm

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EDITOR'S NOTE

TODAY'S NEWS TERMS

Augusto Pinochet **Eduardo Frei** **extradition** **diplomatic immunity** **"senator for life"**

CNNNR ENVIRONMENT

Your Daily Desk

Diesel Breakthrough

1. Which byproducts of diesel engines contribute to smog? Which vehicles use this type of engine? In efforts to lower NOx (nitrogen oxide) and particulate emissions, what happened when either NOx or particulate output was lowered? How was this problem solved? How much were researchers able to reduce noxious gas and particulate matter emissions by adding the new filter?

2. Which engines produce more NOx gas, diesel or gasoline? Which is more efficient? Which produces fewer greenhouse gases? Why do you think diesel powered cars are more common in Europe than in the U.S.? Do you think differences among cultures have any influence on the consumer's choice between gasoline and diesel vehicles? Do you think that will change when this filter becomes widely used? Explain.

3. Working in small groups, have students use print and multimedia resources to research the chemical composition of gasoline and diesel car engine exhaust. Have them find out what the exhaust chemicals do to the environment and state which engine they feel is more environmentally friendly. (Hint: the visual appearance of their exhaust smoke is not as important as its chemical composition.) Divide students in two groups: One group should defend the use of diesel engines and contest the use of gasoline ones and the other group take the opposite stand. The teacher can be the mediator, focusing students on the information they found in their research and encouraging them to bring it into the discussion.

LINKS:
http://www.epa.gov/omswww/noxfact2.htm
http://www.epa.gov/OMSWWW/12-miles.htm
http://www.epa.gov/acidrain/nox/noxfs3.html

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EDITOR'S NOTE

TODAY'S NEWS TERMS

diesel **particulates** **nitrogen oxide** **greenhouse gases**

CNNR WORLDVIEW

TOP OF THE WORLD

Vietnam MIA's

1. What obstacles do Vietnamese families face when seeking to find the remains of their loved ones missing in action in Vietnam? What added difficulty hinders families of soldiers who fought for the former South Vietnam? Culturally, how do the Vietnamese people view taking care of the remains of their families?

2. What assistance does the government of Vietnam provide these families? Who else is providing additional help for these families? What rationale does U.S. veteran Tim Rasmussen give for helping these Vietnamese families? In small groups have students use print and multimedia sources to investigate the religious significance of laying family members to rest (burial) within Vietnamese culture. Discuss the similarities and differences from mainstream U.S. views and how Tim Rasmussen might relate to both of these.

LINKS:
http://www.thehistorynet.com/Vietnam/articles/10964_text.htm
http://www.tybin.com/chapter5.htm

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DID YOU KNOW?

India's Mangroves

1. Why have the people of Gosaga Island been without electricity for decades? Why did authorities decide to build a local plant rather than supply power from mainland India? What fuel source does the power plant use? Why does this concern environmentalists? By law, what protections does this area have due to its biodiversity and endangered species?

2. What are the main trades of the people who live on the island? How compatible to the environmentalist's concerns are these trades? How does the high poverty level of this area factor in when local people consider the continued use of this power plant? At present discontinuing use of the power plant would leave all of the nearly one million people on the island without electricity. In small groups, have students propose solutions to the problem: How can the people of Gosaba Island retain their electricity without depleting the mangrove forest or destroying the island's ecosystems? Sample options could be using forestry techniques similar to those used in the U.S. or creating another way to generate electricity such as solar panels, wind powered generators

or hydroelectric generators. Have the groups present their solutions to this problem to the class using both oral and visual presentation skills.

LINKS:
http://www.wcmc.org.uk/igcmc/s_sheets/worldh/sundarba.html
http://www.allindia.com/wild/sundarban/default.asp

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INSIDE RUSSIA

Russian Oil Reserves

1. Why is the Caspian Sea the focus of energy development? Who currently has the only pipeline to distribute this oil? What political and financial factors are delaying increased pumping and distribution? At this point how many dollars have been committed to the project? How much was actually spent? Why has drilling for oil in the Caspian Sea been nicknamed "Pipeline Poker?"

2. Countries through which the Caspian Sea oil pipeline flows will be very powerful because they will be able to cut off the oil supply to countries dependent upon it. The outcome of the current debate over which countries should have pipelines will have worldwide ramifications. Have students find the Caspian Sea on a recent map. It is bordered by five countries. In small groups have students investigate these five countries (one country per group) and have each introduce its country to the class. Each presentation should also have reasons, from the perspective of the people who live there, why the oil pipeline should go through that country. Who might oppose/support a pipeline through each of these countries, and why?

LINKS:
http://www.pathfinder.com/money/latest/rbus/RB/1998Oct07/1145.html
http://www.eia.doe.gov/emeu/pgem/ch4b.html

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EDITOR'S NOTE

TODAY'S NEWS TERMS

MIA's	**Hanoi**	**mangrove**	**poachers**
ecosystem	**biodiversity**	**Caspian Sea**	**Chechnya**

CNNR Newsroom CHRONICLE

Heroes for the Planet

1. How would you describe Sylvia Earle? What has been her life's mission? Why is she also known as "Her Deepness?" Why do you think she describes diving into the ocean as "diving into the history of life?"

2. In her book "Sea Change: A Message of the Oceans," Dr. Sylvia Earle says "If the sea is sick, we'll feel it. If it dies, we die. Our future and the state of the oceans are one..." Write this quote on the board and spend a few minutes engaged in class discussion over its meaning. Then divide students into groups. Have each use the "power" they have, as Dr. Earle mentions in the video, to make others aware of this message. Groups may choose to write poems or song lyrics, create posters, or design a website. Have groups display their work.

LINKS:
http://www.seaweb.org/earle.html
http://www.divernet.co.uk/profs/earl1196.htm
http://www.sjmercury.com/archives/revolutionaries/earle.htm

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Autumn Leaves

1. Lead a class brainstorming session to generate a list of adjectives and phrases that describe fall foliage. Write this list on the board. Have students use some of the words in this list to write poetry or short stories about the experiences of the fall season. Encourage them to rely on their senses as they choose the words to express what a person experiences in observing this change of seasons. Have students edit each others' work and offer constructive commentary. After rewrites, collect the works and bind them into a class publication on "Experiencing Autumn."

2. Why do leaves change color? Have students work in groups to investigate the scientific reasons behind fall's brilliance and share their findings. Discuss how extremes in weather conditions, such as too much/too little rainfall and excessive heat or cold, could impact the degree of color in fall leaves.

LINKS:
http://cnn.com/TRAVEL/NEWS/9810/14/boston.leaves/
http://www.stormfax.com/leaves.htm
http://www.poetrystore.com/fautumn.html

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EDITOR'S NOTE

TODAY'S NEWS TERMS

Sylvia Earle	**marine biology**	**aquanaut**	**groundwater**
finite	**foliage**	**vivid**	**patchwork**

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Program Calendar

October 20, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	01:15	01:15
TODAY'S NEWS		00:45	02:00
Top Story	A grenade attack in southern Israel threatens to derail the Mideast peace talks.	02:00	04:00
In the Headlines	VIOLENCE RETURNS TO KOSOVO	01:20	05:20
YOUR DAILY DESK		00:10	05:30
International Desk	Iraqi officials insist it's time to lift the economic sanctions imposed by the U.N.	03:30	09:00
WORLDVIEW		00:10	09:10
Top of the World	Some former members of the Soviet Union are engaging in open defiance of Moscow's rule.	04:35	13:45
Who, What, Where?	Japanese scientists are trying to bring animal cloning to the dinner table.	02:15	16:00
Pop Quiz	The city of Berlin is getting a major facelift.	03:20	19:20
NEWSROOM CHRONICLE		00:50	20:10
Boy from Chernobyl	A courageous survivor from a nuclear disaster faces a new challenge in the U.S.	03:20	23:30
Our World	A recent survey reveals that an alarming number of teens lie, cheat and steal.	02:10	25:40
	CNN NEWSROOM CLOSE	02:20	28:00

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TODAY'S NEWS

STORY

Mideast Summit

1. What event has thown a stumbling block in the road to peace in the Middle East? How has this event changed the focus of the peace talks? How did Palestinian President Arafat react to the attack? Why are some Palestinian negotiators accusing Israeli Prime Minister Netanyahu of "stalling" the talks?

2. The grenade attack in southern Israel has put the security issue at the forefront of the current Mideast peace negotiations. The Israelis are now demanding a guarantee of security, i.e., no more terrorist attacks on their people, in exchange for any more land. Review these facts with students, then divide the class into groups. Challenge each group to put itself in the position of Palestinian negotiators to the peace talks and consider (1) whether the Palestinians are willing to "guarantee security," and (2) if so, how this might be done, especially in light of Palestinian priorities in these negotiations. Have students within each group discuss these considerations and come up with a plan on how such a guarantee could be presented and achieved. Have each group present its ideas. Discuss the merits and problems of each plan in a real world setting.

LINKS:
http://cnn.com/WORLD/meast/9810/19/mideast.summit.03/
http://cnn.com/WORLD/meast/9810/19/israel.grenade.03/
http://www.israel.org/peace/

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EDITOR'S NOTE

TODAY'S NEWS TERMS

Beersheba **comprehensive** **motivation**

Your Daily Desk

Iraq Sanctions

1. What actions by Iraq prompted U.N. economic sanctions against that nation? When could these sanctions be lifted? Why do you think they have not been removed? Who has been hardest hit by the sanctions? According to the video, why has Iraqi President Saddam

Hussein sent his deputy prime minister to New York? What is the U.N. Secretary General proposing as a step toward accomplishing this mission? Do you believe the sanctions should be lifted or stay in place? State your rationale.

2. What is propaganda? Do students see evidence of propaganda in the way Iraqi officials address the issue of sanctions? Why do students think the pictures coming out of Iraq are usually images of starving and sick children? What might be accomplished by conveying such images to other nations? Considering the plight of these children, why do students think Iraqi leaders refuse to fully cooperate with weapons inspectors?

3. Assist students in learning more about sanctions, what they are and where/when they have been used in the past. According to a position paper written by the Secretary General, sanctions should not be punitive but should aim to alter the behavior of a nation that is violating international law. Generate a class discussion about United Nations imposition of sanctions in the past. When did they have the desired effect? Have they ever been ineffective? Have they ever been "punitive?" Do students think the people of Iraq view these sanctions as punitive, or do they think the Iraqi people understand the rationale for these measures? How might the Iraqi sanctions have the desired effect?

LINKS:
http://www.megastories.com/iraq/index.htm
http://www.usatoday.com/news/index/iraq/iraq259.htm
http://www.nando.net/newsroom/ntn/world/052696/world1_1326.html
http://www.un.org/plweb-cgi/idoc.pl?6+unix+_free_user_+www.un.org..80+un+un+webdocs+webdocs++sanctions#SANCTION

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EDITOR'S NOTE

TODAY'S NEWS TERMS

sanctions **disarmament** **embargo** **Tariq Aziz**
Saddam Hussein **Kuwait**

CNN TOP OF THE WORLDVIEW

Russian Regions Ignore Moscow

1. Locate Russia on a modern-day map. What is the capital of Russia? Why are so many regions of Russia ignoring the leadership in Moscow? Specifically, why are they withholding their taxes? Read the Internet article from 1996 titled: "ANALYSIS: Yeltsin's hopes of ending Chechnya war remain slim." How does the situation in the

region of Kalmykia compare with what happened in Chechnya? Based on this case study, what are some possible scenarios for how Moscow will respond to Kalmykia and other "peaceful but protesting regions"? Under what conditions might Kalmykia change its policies? Is this a popular protest or is this power play by the Kalmykian government? Explain.

2. What other position does Ilumnzhinov hold? How has this other position affected his decisions about the economic future of the country? How do Ilumnizhinov's plans for Kalmykia's future compare with those of its citizens?

3. Using evidence from the video, describe the leadership of Kalmykian President Kirsan Ilumnzhinov. According to Kalmykian citizens, what evidence is there of corruption in Ilumnzhinov's government? Who is Larisa Yudina? Read the article called "Kirsan's World: Chess, Politics, Private Power," and the transcript of the interview with Yudina on National Public Radio. Why don't Kalmykian citizens speak up against the alleged corruption? Can you make comparisons to other leaders throughout history? Explain.

4. Using the opening sentence "The governed have decided to turn their backs on the government," compare what is happening in Kalmykia with other historical examples of protest. How does this situation compare, for example, with conditions in the south before the Civil War, or conditions in the Soviet Union at the end of the Cold War? Based on these historical examples, predict the near future for Kalmykia and other protesting regions in Russia.

LINKS:
http://www.nando.net/newsroom/ntn/world/040196/worldt_10908_S4.html
http://www.times.spb.ru/archive/times/171-172/esp-kirs.html
http://www.cpj.org/news/yudina.npr.html

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WHO, WHAT, WHERE?

Japan's Cloned Cows

1. Describe the process of "embryonic cloning." According to Dr. Yoshito Aoyagi, what are the benefits to using "embryonic cloning" rather than relying on the supply of sperm to the calf egg? How is this technique being used in the commercial market? How will this help the Japanese economy?

2. What is the opposition to the cloning of calves? Using the website, research the pros and cons of cloning. How do these arguments apply to the situation in Japan? Debate the issue of cloning using this recent example in Japan. Does Japan's example give strength to one side over the other? Discuss.

LINKS:
http://library.advanced.org/24355/data/debatenav.html

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Pop Quiz

1. What is the significance of the city of Berlin in recent history? Why was Berlin divided after World War II? Where were the capitals of West and East Germany? Why do you think the official capital is moving back to Berlin? What is the significance of the reconstruction of Germany's former Parliament building in Berlin, the Reichstag?

2. What is "construction tourism?" Why do you think millions of visitors are coming to see the building sites? Why is there a red line painted through the heart of the city? Take a tour of Berlin's past, present and future on CNN Interactive travel websites. If you were in charge of construction in Berlin, would you knock down everything and start over or would you keep reminders of Berlin's past? Why?

3. Don't miss CNN's COLD WAR, airing every Sunday on CNN at 8pm/ET. For free educator materials call 1-800-344-6219 or visit the website at learning.turner.com/coldwar. To experience COLD WAR online visit the CNN Interactive COLD WAR website at cnn.com/coldwar. This week learn about the Berlin Crisis and Airlift of 1948.

LINKS:
http://cnn.com/SPECIALS/cold.war/episodes/04/
http://cnn.com/TRAVEL/DESTINATIONS/9611/berlin.wall/
http://cnn.com/TRAVEL/DESTINATIONS/9611/berlin/

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EDITOR'S NOTE

TODAY'S NEWS TERMS

Soviet bloc	**corruption**	**embryonic**	**nucleus**
Berlin Wall	**Reichstag**	**Cold War**	**Checkpoint Charlie**

CNN NR Newsroom CHRONICLE

Boy from Chernobyl

1. Who is Vova Malifienko? Why did he come to the U.S.? Describe the ordeal he has experienced in his battle with Leukemia. What is the prognosis for Vova? Why do he and his family want to stay in

the U.S.? Why might they be deported? Who has stepped in to help the Malifienko family? What has the senator done to try to keep Vova and his family in the U.S.? Why is there still a question as to whether this will happen?

2. Locate Kiev in the Ukraine on a world map. What happened at the nearby Chernobyl Nuclear Plant in 1986? Have students work in groups to research the Chernobyl disaster and its effects on the surrounding populations and land. Why do students think families like the Malifienkos came to the U.S. in search of medical attention? Discuss how the Russian government reacted to this disaster and why many victims chose to seek assistance from international medical professionals.

3. Ask students: If you were a representative in the U.S. House, how might you vote on Senator Lautenberg's bill? Direct students to the last website below, where they will find the text of S1460, the bill introduced by Senator Lautenberg. Have each read this bill and consider the pros and cons of this kind of legislation in class discussion. Then have each student write a position paper indicating how he/she would vote on the bill, and the rationale for that vote.

LINKS:
http://webnuc.nuce.psu.edu/~chernoby/
http://www.pg.net/users/g/greens/cherlink.htm
http://cgi.pathfinder.com/time/daily/chernobyl/891113.coverup.html
http://rs9.loc.gov/cgi-bin/query/D?c105:16:./temp/~c105ZXBcbO::

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OUR WORLD

Teen Ethics

1. What is meant by the term "ethics?" What did a recent nationwide poll of 20,000 students reveal about teen ethics? According to the authors of the report, what do these results indicate about this generation of young people? Do you agree with some or all of the survey's findings? Explain. Do you agree with the conclusions drawn from this data? Why/why not?

2. What are some underlying reasons cited in the video for the ethics of today's young people? What factors do you think are responsible for a culture's ethics? Do you think schools should play a more prominent role in moral education? Explain. Does your school sponsor some form of "character education?" If so, do you feel this is an effective way of transmitting morals? Explain. If some kind of character education is not available at your school, do you think it should be? Why/why not?

LINKS:
http://www.parenthoodweb.com/Library/lying.htm
http://www.well.com/user/citylink/lies.htm
http://www.mhsource.com/expert/exp1090996a.html

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EDITOR'S NOTE

TODAY'S NEWS TERMS

Chernobyl	**radiation**	**Leukemia**	**Ukraine**
"Hole in the Wall Gang"	**deport**	**visa**	**moral values**

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NEWSROOM

Program Calendar

October 22, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

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For free educator materials call 1-800-344-6219 or visit the website at learning.turner.com/coldwar.

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	01:15	01:15
TODAY'S NEWS		00:45	02:00
Top Story	Hope is fading for a genuine peace agreement between Israelis and Palestinians.	02:00	04:00
In the Headlines	ITALY HAS A NEW GOVERNMENT	02:30	06:30
YOUR DAILY DESK		00:50	07:20
Science Desk	NASA is testing a new generation of spacecraft this month.	01:55	09:15
Look Ahead	Next week: Travel to Space Camp with CNN NEWSROOM!	01:05	10:20
Science Desk Extra	A new study reveals that teenagers are consuming more soft drinks than ever.	02:20	12:40
WORLDVIEW		00:30	13:10
Top of the World	Bangladesh weavers may find demand for their talents among London's fashion-conscious.	03:05	16:15
Now You Know	Brasilia may be a city of the future, but its problems are rooted in the past.	05:00	21:15
Artistry in Action	A blind painter creates fascinating images of things he has never seen.	01:50	23:05

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NEWSROOM CHRONICLE		00:40	23:45
Elephant Cruelty	Wildlife experts await a South African judge's decision on what constitutes cruel treatment of animals in captivity.	01:50	25:35
CNN NEWSROOM CLOSE		02:25	28:00

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STORY

Mideast Summit

1. Why does it appear that Israeli delegates will abandon the Middle East Summit? Why are Palestinians calling this action "political blackmail?" Explain the role of U.S. President Clinton in this latest chapter of the talks. What has the U.S. offered in order to save the talks from failure? In your opinion, is this "summit saving document" capable of resuscitating the peace process? Explain.

2. Who have been the major players in these talks? How would you characterize the role and position of each throughout the summit? Review information about the four leaders who have been at the forefront of the negotiations: Israeli Prime Minister Benjamin Netanyahu, Palestinian President Yasser Arafat, U.S. President Bill Clinton and Jordan's King Hussein. Have students work in groups to gather information about each one's role in the peace talks. Then challenge groups to use what they have learned to create editorial cartoons depicting the students' view of these talks. Post group cartoons in the classroom.

3. CNN Correspondent Walter Rodgers ends his report by saying, "The problem is both sides seem to lack the requirements to make peace. They don't like each other, they don't trust each other, and they don't believe each other. That is part of what has caused the gigantic mood swings here." Read this comment to students and ask why it is that the sides don't like and don't trust each other. Is there any way a sense of trust and goodwill could be restored to these talks? Generate a class discussion focusing on student ideas for getting the peace process back on track.

LINKS:
http://cnn.com/WORLD/meast/9810/21/mideast.04/
http://www.usis-israel.org.il/publish/peace/peace1.htm
http://www.pna.net/

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In the Headlines

1. Who is the new head of the Italian government? What position does he hold? What is different about his cabinet? In what way does his cabinet resemble the previous one?

2. Why is continuity important in Italian politics? Have students work in groups to learn more about Italy's multiparty system and share their findings. How many governments has this nation had since WWII? Why do students think there have been so many political changes in Italy? In class discussion, compare and contrast the Italian multiparty political system with the two-party system in the U.S. What are the benefits and drawbacks of each?

LINKS:
http://www.yahoo.ca/Regional/Countries/Italy/Government/
http://cnn.com/WORLD/europe/9810/21/italy.politics.01/

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EDITOR'S NOTE

TODAY'S NEWS TERMS

interim	**political blackmail**	**republic**	**Massimo d'Alema**
monarchy	**Democratic Party of the Left**	**Olive Tree Coalition**	

CNN Your Daily Desk

SCIENCE

"Deep Space One"

1. What "unproven" cutting edge technology is being tested in Deep Space One? Where will the spacecraft be traveling? What is the price tag for this mission? How is Deep Space One propelled? Where did its developers first hear about the engine it uses?

2. How do you think an engine that can only produce thrust equal to the weight of a piece of paper is able to power Deep Space One to speeds in excess of 10,000 miles per hour? Space is a vacuum with no air to slow down moving objects. Why is self-sufficiency an important issue for long-range space travel? What doors might a successful trial run of this technology open in the future?

3. This activity works best in a level room with a smooth floor. Divide students into groups of threes. Each group will need a tape measure, one

tennis ball, one soccer ball and one basketball. In addition, one student in each group will need to have roller skates or roller blades. (Note: As an alternative, you can have groups take turns using the balls or do this as a demonstration.) Have students place a piece of tape on the floor to mark a starting line. Have the group member wearing skates place his/her toes on the starting line. A second member of the group should stand 10 feet in front of him/her. Have the member wearing skates throw the tennis ball to the group member in front of him/her. Throwing the ball forward should roll the skater slightly backward (action/reaction). Have the group member catching the ball measure the distance the skater traveled and the third member record the distances. Repeat this with the tennis ball three times and then do the same with the other two balls. Have students discuss their results and relate them to the way Deep Space One is propelled. How might using heavier or lighter ions (charged atoms) in the new engine affect the speed and distance the craft can travel?

LINKS:
http://www.nasa.gov
http://nmp.jpl.nasa.gov/ds1/

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Science Desk Extra

1. What has a Center for Science in the Public Interest study revealed about soft drink consumption among teens? Why do researchers believe teens are consuming more soft drinks than they did twenty years ago? Why does this trend concern many pediatricians? How are soft drink industry representatives reacting to the study? With whom do you agree? Why?

2. The CSPI study compared soft drink consumption to milk consumption among teens. Do students think this was a good idea? Divide the board into four sections and write these headings above each: Soft Drinks, Milk/Dairy Drinks, Fruit Juices, Water. Have students work in groups to list all the possible negatives associated with each kind of beverage and share their lists in class discussion. Write their responses under the appropriate categories on the board. Based on what students know about these beverages and their positive/negative effects, which are the best for humans to drink? The worst? Discuss how young people can make intelligent choices when selecting what they want to drink.

3. Among some of the soft drink ingredients that cause concern among pediatricians are caffeine, sugar, artificial sweeteners and artifical flavors and colors. How do each of these affect the body? Have students work in groups to select one of these ingredients and research how it interacts with the human body's systems. Groups may choose to use the Internet, print resources or conduct interviews with medical professionals in order to gather their information. Have each group present its findings. Do any of these ingredients, if consumed in large quantities, threaten a young person's future health? If so, which ones? Do students think more should be done to make young people aware of these facts, or are health professionals "overreacting" to teen soft drink consumption? Discuss.

LINKS:
http://www.healthy.net/library/articles/naturopathic/art.CaffeineBone.np.htm
http://daisy.uwaterloo.ca/~alopez-o/caffaq.html
http://www.sodafountain.com/

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EDITOR'S NOTE

TODAY'S NEWS TERMS

Xenon	**ion**	**ion propulsion**	**CSPI**
consumption	**overreaction**	**moderation**	**consumer watchdog**

CNN WORLDVIEW

TOP OF THE WORLD

Bangladesh Fashion Jobs

1. Who is Bibi Russell? What is her goal at the London Fashion Week? What is "fashion for development?" What prompted her to do this show?

2. Have each student draw a diagram to illustrate the relationship between the people of Bangladesh, Bibi Russell, the London Fashion industry and the consumer. Is this relationship a win-win for all parties involved? What are some potential short and long-term ramifications for this fashion show for each of the parties in the diagram? Discuss.

3. In closing, the reporter states, "The success of this show may be more about drawing attention to the problems in Bangladesh rather than fashion." Have students work in groups to research current conditions in Bangladesh and share their findings. How might this fashion show draw attention to the plight of the people of Bangladesh? Ask students: If your were a consultant to Bibi Russell, what suggestions would you give her on how to maximize the impact of the fashion show to benefit Bangladesh?

LINKS:
http://cnn.com/WORLD/asiapcf/9809/10/floods.01/index.html

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Now You Know

1. Locate the cities of Brasilia and Rio de Janeiro on a map of Brazil. Why did Brazilian President Juscelino Kubitschek choose to move Brazil's capital from Rio de Janiero to Brasilia? What are some of the positive and negative ramifications of this decision? When Lucio Costa "created" this

city, he envisioned a "utopian capital." What is a "utopia"? According to the video, does Brasilia appear to be a "utopia?" Explain.

2. Brasilia is a planned city. What is meant by "planned?" What appears to have been "planned" and what conditions currently in Brasilia were "unplanned"? How does the architecture fit into the "plan?" The video concludes with the following quote, "In many ways, Brasilia's success is artificial, propped up by the federal government, more of a mirage than a model city." Find evidence throughout the video to either support or refute this claim.

3. Besides Brasilia, many cities were planned and built specifically to be the capitals of their countries. Washington, D.C., built in the late eighteenth century, became the capital of the United States in 1800. Canberra started to be built in 1913, and was declared capital of Australia in May 1927. Islamabad was appointed Pakistan's future capital in 1959, and started to be built in the sixties. Direct groups of students to research the planning that went into creating these capital cities.

4. In small groups, have students design a new capital for the United States. Where would it be located? What buildings would students include? What would the transportation look like? How could the "unplanned" consequences like those in Brasilia be avoided? What would planners need to anticipate? Students may want to consider such factors as population growth, transportation, job opportunities, accessibility to other cities in their planning. Have each group present its new capital plan and explain the rationale behind its decisions.

LINKS:
http://www.civila.com/brasilia/tabphoto.htm#ontem
http://www.brazil-brasil.com/p11jul98.htm
http://dcpages.com/Hwdc/wdc.html
http://rubens.anu.edu.au/student.projects/canberra/working_html/homepage.html

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Artistry in Action

1. How did Espa Armigone learn to paint? Explain how he paints images he has never seen. What do the critics think of his work? What does he hope to communicate to others as he travels around the world with his art?

2. Divide students into pairs. Have one person in each pair wear a blindfold for a prescribed time period throughout the school day, having the other act as a guide (for safety reasons). Allow the second student to wear the blindfold and the partner act as guide for the same amount of time. Have students share what they experienced in class discussion. How did the "blind" students rely on other senses when they were deprived of sight? Discuss how a visually impaired artist might capitalize on his/her other senses to create an image of something he/she has never seen.

LINKS:
http://www.blind.net/bg500000.html

http://www.blind.net/bwholead.html
http://www.blind.net/bcompany.html

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EDITOR'S NOTE

TODAY'S NEWS TERMS

agriculture	**cyclical flooding**	**fashion for development**	**Bangladesh**
UNESCO	**Brasilia**	**mortality**	**Braille**

CNNR Newsroom CHRONICLE

Elephant Cruelty

1. Explain how the animal cruelty case being tried in a small town in South Africa could have international consequences. What did the magistrate do to investigate this situation? Why do wildlife experts who had visited this farm previously claim that he did not get an accurate picture of what was happening there? How have lawyers for the farm responded to the charges of animal cruelty? What is CITES?

2. One wildlife expert in the video speaks of the "emotional makeup" of the elephants. What do scientists currently believe about animal behavior, communication and emotion? Have students investigate what scientists know about elephants and other animals and share their information. Were any of the findings surprising to students? Do students think humans might treat animals better if it can be proven that animals display characteristics similar to human behavior, communication and emotion?

LINKS:
http://cnn.com/WORLD/africa/9810/21/safrica.elephants/
http://www.wcmc.org.uk:80/CITES/english/index.html
http://keyselections.lm.com/elephant_communication.html

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EDITOR'S NOTE

TODAY'S NEWS TERMS

CITES	**magistrate**	**South Africa**	**captivity**

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CNN NR NEWSROOM

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October 23, 1998

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TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	01:15	01:15
TODAY'S NEWS		00:45	02:00
Top Story	After the near collapse of the Mideast peace talks, negotiators report they are close to a deal.	02:30	04:30
In the Headlines	IRANIANS HEAD FOR POLLS	01:10	05:40
YOUR DAILY DESK		00:45	06:25
Editor's Desk	A new law passed in California aims at preventing violent behavior by addressing the problem of animal cruelty.	02:30	08:55
WORLDVIEW		00:30	09:25
Top of the World	The Vietnam Era Educational Center is the first facility of its kind in the U.S.	02:50	12:15
Culture Watch	Many Hollywood blockbuster films are being dubbed for audiences in India.	02:45	15:00
Taking Care of Business	Tough economic times are having an impact on Asia's air carriers.	02:20	17:20
Inside North America	The "grand" is back in New York's Grand Central Station.	02:05	19:25
NEWSROOM CHRONICLE		00:25	19:50

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Our World	Olympic medalist Dominique Moceanu goes to court to sue her parents.	02:00	21:50
Culture Watch	John Steinbeck's words and works come alive in an interactive exhibit.	04:35	26:25
	CNN NEWSROOM CLOSE	01:35	28:00

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Instructional Programs From CNN TNT CARTOON NETWORK

CNN TODAY'S NEWS

STORY

Mideast Summit

1. According to CNN's sources, what one issue remains to be resolved in the Mideast peace talks? What is the PLO Covenant? Why does Israel want wording in this covenant changed? How are the Palestinians responding to this demand? What issue threatened to close down the peace talks on Wednesday? How was this issue resolved? Why is it taking so long for these parties to come to agreement on these issues?

2. What timeline for peace was laid out in the 1993 Oslo Accord? Have students work in groups to learn more about the Oslo Accord and its deadlines and share their findings. Discuss what might happen if the final deadline of May 1999 is not met. As this date approaches, who do students think will feel the most pressure to make concessions? Why?

LINKS:
http://cnn.com/WORLD/meast/9810/22/mideast.timeline/
http://cnn.com/WORLD/meast/9810/22/mideast.01/

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EDITOR'S NOTE

TODAY'S NEWS TERMS

Palestinian Covenant	**optimism**	**confiscate**	**confidence**
Ayatollah Khomeini	**Islamic Revolution**	**Mohamed Khatami**	**boycott**

CNN Your Daily Desk EDITOR'S

Animal Cruelty Law

1. According to the video, what do executed serial killer Ted Bundy, convicted murderer Jeffrey Dahmer and Capitol shooting suspect Russell Weston Jr. have in common? How has this common behavior led to a new law in California? Explain what will happen to anyone convicted of animal cruelty in California beginning January 1st. Why did some legislators, like State Senator Cathie Wright vote against this measure? Do you think her argument is justifiable? Why/why not?

2. To what extent is cruelty to animals a problem in the U.S.? Working in small groups have students consult online and other resources to learn more about the issue of animal cruelty in the U.S. and its possible connection to other violent behavior. Have groups share their information in class discussion. Do students think that all incidents of animal cruelty are predictors of future violent behavior? Do they think counseling is an appropriate way to prevent possible future violence? Generate a class discussion to gauge students' views of the effectiveness of this new law. Tell students to pretend they are California state legislators. Poll students to see how many would have voted for/against this bill and discuss the rationale for each position.

LINKS:
http://www.dispatch.com/news/newsfea2/nov97/anim1117.html
http://www.geocities.com/~sweetkittie/ac.html
http://www.aspca.org/
http://www.paws.org/index.htm

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EDITOR'S NOTE

TODAY'S NEWS TERMS

animal cruelty abuse **counseling** **premeditated**

CNN WORLDVIEW

TOP OF THE WORLD

Vietnam War Museum

1. Why do you think it has taken some Vietnam Veterans thirty years to come to terms with their wartime experiences? In what way does establishing the Vietnam Era Educational Center assist them in doing so? What is the central point for the center? Why do you think this was chosen? What do you think Dale Watson meant when he said building the center was a cathartic experience?

2. Why do you think soldiers and historians had differing ideas about the story the center should tell? How does Barbara Hauke's statement bridge the two perspectives? Have students work in groups to investigate the Vietnam War from both a historian's point of view and a soldier's using

print and multimedia resources and share their findings. Then have each student write a statement defining the specific way they would present this time period to the public if they were in charge of the center and present their statements for class discussion. Within this discussion, try to redefine history as a compendium of perspectives rather than one "official" opinion or one person's "story."

LINKS:
http://grunt.space.swri.edu/njvvmem.htm
http://www.seattletimes.com/extra/browse/html97/muse_121297.html

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CULTURE WATCH

India Hollywood Films

1. Into what language are more and more Hollywood blockbusters being dubbed? Approximately how many people speak that language? What is the approximate cost and turnaround time for dubbing one of these movies? Given the size of the prospective audience, do you think this is a profitable action? Explain.

2. Which kinds of movies best lend themselves to dubbing? Why? Why do you think the movie studios are doing this now as opposed to five years ago, or five years in the future? Have your students find the top ten box office receipt earning movies and choose the top three from the list that they believe would be the most popular if dubbed into Hindi. Have them refer to the criteria mentioned in the news story when making their selections.

LINKS:
http://www.washingtonpost.com/wp-srv/style/daily/movies/100million/article.

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TAKING CARE OF BUSINESS

Asian Airline Slump

1. What is happening to many of Asia's airlines? How is the region's current economic crisis connected to a decrease in the profitability of these airlines? Which specific airlines were noted in the story as experiencing losses?

2. What effect could a reduction in Asian tourism and business travel have on other countries? Working in small groups, have your students research the causes of the current Asian economic crisis. Challenge the groups to create a diagram or flowchart showing a chain reaction where one country's economic hardship leads to another's. Then have groups connect the Asian airline industry's current difficulties to this timeline. When they complete their diagrams, have them share and discuss their timelines and

explanations.

http://www.washingtonpost.com/wp-srv/business/longterm/asiaecon/timeline.htm

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INSIDE NORTH AMERICA

Grand Central Station Renovation

1. When was Grand Central Station built? How does the renovated station differ from the original structure? How is it similar? Why do you think E. Virgil Conway believes that "This is something New York can't be without?"

2. Group students. Direct each to select a monument, public building or transporation center anywhere in the world that students believe is in need of renovation. Challenge each to redesign the structure for use in the 21st Century, keeping original elements they believe are essential to the structure's character. Have each group create a diagram or model of its renovation and present it to the class. What adaptations were made for the new structure? What original features did each group decide to keep in its renovated structures? Why?

LINKS:
http://www.nationalrrmuseum.org/stations/newyork.htm

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EDITOR'S NOTE

TODAY'S NEWS TERMS

Vietnam War	**veterans**	**catharsis**	**Hindi**
subtitles	**dub**	**profit**	**Grand Central Station**

CNNR Newsroom CHRONICLE

OUR WORLD

Gynmast Sues Parents

1. Why is gymnast Dominique Moceanu asking the court to free her from her parents? According to Dominique, what has happened to her trust fund? Who does she blame for this? How has her father responded to this charge?

2. What does Dominique give as her reason for becoming a gymnast? Do you

believe her? What kinds of personal and professional pressure do you think Dominique faces on a daily basis? Who do you think is responsible for that pressure? Do you think Dominique's parents are to blame, or is the pressure self-inflicted? Explain. If you were a friend of Dominique's, would you advise her to resolve this dispute with her parents? If so, how? If not, what course of action would you recommend instead?

LINKS:
http://www.usa-gymnastics.org/athletes/bios/m/dmoceanu.html
http://cnn.com/US/9810/21/briefs.am/gymnast.sues.ap/

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CULTURE WATCH

On Steinbeck's Trail

1. What was John Steinbeck's major contribution to American letters? Have you read any of his works? If so, which ones? How does he convey the experience of the common man? Why is this considered an important theme in literature? Why do you think his books are so perennially popular? Why do you think they are so often included on high school reading lists in the United States?

2. Analyze the concept introduced in the video segment that Steinbeck closely watched the nation's "moral compass?" What does this mean? What are the indicators of a culture's values and mores?

3. Give possible reasons Steinbeck was a controversial choice for the 1962 Nobel Prize for Literature. Why did he feel he did not deserve the award? What is the cause of a renewed interest in Steinbeck's work? What types of exhibits does the National Steinbeck Center contain? How is this facility different from a traditional museum?

4. One of John Steinbeck's definitive works is "Travels with Charley," a saga of a camper trip across the nation with a poodle companion. Have the class learn more about this episode in the author's (and his dog's) life to create an interactive exhibit such as those found at the National Steinbeck Center. Donate the finished project to the school media center.

5. Have your class host a John Steinbeck literary fair. Guide students as they compile a bibliography of the author's complete works and collect copies to comprise a "lending library." Students should research to find information about each work, design displays, and serve as "roaming curators" to instruct and interest others in reading the books and essays. Invite guests from the school and community to the event.

LINKS:
http://www.luhsd.k12.ca.us/depts/library/stein.html
http://www.spokane.net/stories/1998/Jun/28/S413740.asp
http://ocean.st.usm.edu/~wsimkins/steinbecklinks.html

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EDITOR'S NOTE

TODAY'S NEWS TERMS

gymnast	**trust fund**	**endorsements**	**John Steinbeck**
moral compass	**Nobel Prize**	**underdog**	**Great Depression**

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Program Calendar

October 26, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	01:15	01:15
TODAY'S NEWS		01:00	02:15
Top Story	Finally, a "diplomatic marathon" yields a Mideast peace agreement.	02:30	04:45
In the Headlines	KOSOVO DEADLINE NEARS	00:55	05:40
YOUR DAILY DESK		00:30	06:10
Environment Desk	**TEACHERS: PLEASE PREVIEW THIS STORY!** The U.S. Dept. of the Interior is trying to decide what to do about Yellowstone's buffalo herds.	02:25	08:35
WORLDVIEW		00:55	09:30
Top of the World	Mexico's government continues to battle its urban air pollution problems.	02:30	12:00
Political Front	Cuba struggles to address the problems of an aging population.	02:35	14:35
Information Please	Officials at Miami International Airport uncover a cache of stolen Peruvian artifacts.	03:15	17:50
Around the World	Technology enables those online to become a part of the "Around Alone" sailing competition.	02:20	20:10
NEWSROOM CHRONICLE		00:35	20:45
Space Camp	John Glenn's return to space has sparked a renewed interest in Space Camp.	04:15	25:00

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interest in Space Camp.

CNN NEWSROOM CLOSE 03:00 28:00

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TODAY'S NEWS STORY

Mideast Peace Agreement

1. How long did it take Palestinian and Israeli leaders to agree to the Wye River Memora what CNN correspondent Andrea Koppel means when she says that "it took a diploma reach this agreement. According to the video, does there seem to be widespread suppo agreement? Explain. What issue almost brought the talks to collapse? Who is Jonatha he currently serving time in a U.S. prison? Do you think his release should have been agreement? Why/why not?

2. Replay the video and have students list the major points of this agreement (the first w also be of assistance). Write each of these points on the board. Then divide students in each group to analyze each provision of the Memorandum and decide whether one or win/lose in each case. Have each group share its analysis and discuss the reasons behi less-than-ethusiastic reception by some interests and allies on each side.

   EXTENSION: Both Palestinian Authority President Arafat and Israeli Prime Ministe have to confront tough questions about this agreement as they return home. What can people to assure them that the agreement is a positive step toward peace? Have studen speeches that either leader might deliver on a national television or radio broadcast. D cite some of the particulars of the agreement in their speeches.

LINKS:
http://cnn.com/SPECIALS/multimedia/facts/9810/wye.river.memo/frameset.html
http://cnn.com/WORLD/meast/9810/24/mideast.wrap.02/
http://cnn.com/WORLD/meast/9810/23/mideast.reax/

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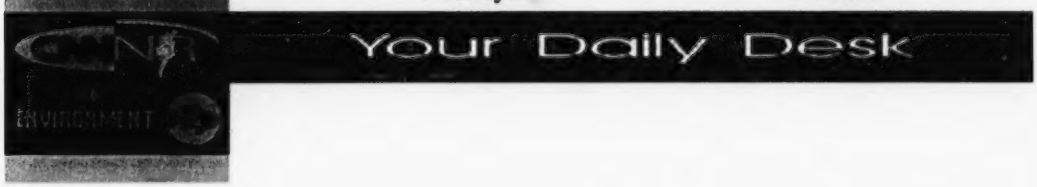
EDITOR'S NOTE

TODAY'S NEWS TERMS

Wye River Memorandum	**charter**	**redeployment**	**West Bank**
Gaza	**Benjamin Netanyahu**	**Yasser Arafat**	**Jonathan Pollard**



Buffalo Bout

1. What was the approximate Yellowstone bison population at the turn of the century? H way? What was done to bring the species back? What was the approximate Yellowsto population in 1996? What natural event helps to cull (thin out) the bison population?

2. Where did some of the bison go searching for food last winter? What is the geographi bison's protected status? What happened to the bison outside that area? Why do some want to keep the bison away from their cattle? Whose responsibility is it to develop a bison herd in Yellowstone? Why do you think some people want to avoid using livest like capture, test and slaughter on wildlife such as these bison?

3. Using print and media resources, have small groups of students investigate the manag for other endangered species brought back in captivity within the U.S. such as those u bald eagles and alligators. In addition, have one or two groups investigate livestock te capture, test and slaughter. When all groups have done their research, convene a sum groups share their information and work together to develop a plan for the bison in Ye

LINKS:
http://www.detnews.com/1998/nation/9801/21/01210134.htm
http://www.wyoming.com/~yellowstonejournal/YellowstoneBison.html

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EDITOR'S NOTE

TODAY'S NEWS TERMS

brucelossis **Department of the Interior** **bison** **Yellowstone National Park**

CNN WORLDVIEW

TOP OF THE WORLD

Mexico Pollution

1. What factors contributed to a rise in Mexico City's pollution level this year? What res into place to minimize health risks from the toxic air? How do you think these restricti city's economy? What role do Mexico City's topography and altitude play in the ongo problem? Why do you think the pollution problem is severe even during the rainy sea

2. Have your students research the topography of Mexico City and the city's distance fro have them compare its air quality to that of other cities at the same altitude, searching of distance from sea level to high pollution levels. Have them represent their research columns: One being cities with relatively low air pollution, one being cities with relati pollution.

LINKS:
http://www.epa.gov/airnow/
http://www.lib.utexas.edu/Libs/PCL/Map_collection/map_sites/map_sites.html

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POLITICAL FRONT

Cuba's Aging Island

1. How is Cuba's population changing? What is causing the change? How is the disconti the former Soviet Union connected to the economic causes of this change? In spite of status, how does Cuba resemble "rich" nations? Why are Cuban women having fewer Why are elderly people particularly vulnerable in Cuba's present situation? How are able to survive these conditions? Explain how this situation presents a unique dilemm younger generation.

2. Using the websites below, have small groups of students research age demographics o their own choosing and compare them to Cuba's in a graph or chart. Have groups pres Discuss how a nation's demographic profile affects its social, political and economic c

LINKS:
http://www.census.gov/ipc/www/idbpyr.html
http://www.census.gov/ipc/www/idbagg.html

-- back to top --

INFORMATION PLEASE

Peruvian Artifacts

1. What was found at Miami International Airport in cargo headed for Zurich? Who do y buyers of these kinds of items? What is the historical and cultural significance of thes do the penalties for smuggling these antiques compare with those of drugs or arms sm

2. Using the websites below or other print and media resources, have students research t excavation methods used by looters and archaeologists in procuring Peruvian artifacts paragraph or pair of bulleted lists, have them compare what is valuable to the smuggle valuable to the archaeologist, explaining how the "context" of the find is as important archaeologist as the artifacts themselves.

LINKS:
http://www.upenn.edu/museum/moche.html

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AROUND THE WORLD

Solo Sailors

1. What is the "Around Alone" competition? How is technology being used to expand a year's contest? What are the positive and negative effects of this "new level of connect sailors? Who provides the images, e-mails and audio clips? What options are availabl "cyber-spectators" to make them feel like they are a part of the competition? What ex sensations of the competition do the sailors point out as being not replaceable by elect

LINKS:
http://www.aroundalone.com/

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EDITOR'S NOTE

TODAY'S NEWS TERMS

ozone	**Mexico City**	**quotas**	**fertility**
mortality	**life expectancy**	**artifacts**	**"cyber-sailors"**

CNN NR Newsroom CHRONICLE

Space Camp

1. How has NASA's decision to send John Glenn back into space affected interest in Spa are many young people enrolling in Space Camp? What do participants do before they subjects are the focus of their studies? Describe some of the physical training they exp students gain from their days at camp?

2. In the video we see cadets experiencing microgravity. What is microgravity, and how upcoming experiments on the space shuttle? Have students work in groups to conduct more about microgravity and future shuttle experiments involving microgravity. Shar class discussion. Then challenge each group to research other Space Camp experience with an idea for a shuttle experiment that employs that training. Share group ideas.

3. Space Camp is designed to give young people a taste of the training that astronauts re embarking on a real mission. What kind of training has John Glenn had to complete a this return trip to space? Have students investigate his training and mission. Discuss w experiments John Glenn will be participating in and some of the goals of his return to his training has prepared him.

LINKS:
http://www.nasa.gov/

http://quest.arc.nasa.gov/space/camp/camp.html
http://spacelink.nasa.gov/NASA.News/NASA.News.Releases/98-10-14.Microgravity.Studie
http://spacelink.nasa.gov/NASA.Projects/Human.Exploration.and.Development.of.Space/H
Shuttle/Shuttle.Missions/Flight.092.STS-95/John.Glenn.Returns.to.Space/

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EDITOR'S NOTE

TODAY'S NEWS TERMS

astrophysics **payload** **space piloting** **space medicine**

simulators **microgravity**

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CNN NEWSROOM Guide

October 27, 1998

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:15... 02:30
Top Story ... 01:50... 04:20
Billionaire Bill Gates has a virtual day in court today.

In the Headlines ... 02:45... 07:05
NETANYAHU SURVIVES 'NO CONFIDENCE' VOTE

YOUR DAILY DESK ... 00:40... 07:45
International Desk ... 01:50... 09:35
Britain's most traditional of cricket clubs has voted to allow women members.

International Desk Extra ... 02:25... 12:00
Egyptian authorities are banning camels and horses from the Great Pyramids.

WORLDVIEW ... 00:30... 12:30
FYI ... 02:30... 15:00
China's government bans logging in the mountains of the Sichuan province.

Inside Europe ... 04:40... 19:40
Many French workers take the perks of public service over the higher salaries of the private sector.

Culture Watch ... 03:05... 22:45
Move over, Beanie Babies: Snoopy is the item of choice at many Hong Kong McDonald's.

NEWSROOM CHRONICLE ... 00:30... 23:15
Space Beginnings ... 03:10... 26:25
John Glenn's return flight brings back memories of the beginnings of the "space race."

CNN NEWSROOM CLOSE ... 01:35... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Microsoft Monopoly?

1. Who is Bill Gates? Why is his videotaped testimony being shown in federal court today? What is a monopoly? Why is the U.S. Government charging Microsoft with violating antitrust laws? How have prosecutors already used portions of Mr. Gates' videotaped deposition to prove their case? How are Microsoft attorneys responding to this strategy?

2. The videotaped deposition could make Bill Gates look bad, but that's not enough to make the government's case against Microsoft. What does the U.S. Department of Justice have to prove in this case? What evidence could prevent a decision against Microsoft? Have students work in groups to investigate the case against Microsoft from both sides and share their findings. What are the strategic objectives of each side? What is the significance of this case? Discuss the reason why many are calling this the most significant business case of this century.

LINKS:
http://www.cnnfn.com/specials/antitrust/
http://cgi.pathfinder.com/time/reports/microsoft/index.html
http://www.usdoj.gov/
http://www.antitrust.org/cases/vertical.html#ms

In the Headlines : In the Headlines

1. What recent events demonstrate that not all Israelis and Palestinians support the Wye River Memorandum? How is the recently signed agreement impacting the political climate in Israel? What is the Knesset? Which faction of this body is usually supportive of Prime Minister Netanyahu? Why are some in the right wing deserting him now?

2. In class discussion, challenge students to explain what the term "coalition" means. What does it mean when it is said that Prime Minister Netanyahu has "lost his coalition?" Why is the loss of coalition politically dangerous in a multiparty system like that found in Israel? Challenge students to offer their ideas for Mr. Netanyahu to rebuild his coalition.

LINKS:
http://www.cnn.com/WORLD/struggle_for_peace/index.html
http://cnn.com/WORLD/meast/9810/26/mideast.03/

EDITOR'S NOTE:
monopoly
antitrust
deposition
Bill Gates
coalition
Knesset
no confidence
right-wing

YOUR DAILY DESK

International Desk : Cricket for Women

1. What were some reasons why members of the Marylebone Cricket Club decided to break with tradition and allow women to become members? When will this change take place? How long is the waiting list for new female players? Why do you think one-third of the club's members did not want to admit women?

2. How is cricket played? Assist students in using the Internet and other resources to learn more about the game. Discuss how it is as much a part of some cultures as baseball is in the U.S. How might female membership in one of Britain's most exclusive cricket clubs impact the sport?

3. Women have made great strides in sports that have traditionally been male-dominated. Divide students into groups, and direct each to research the achievements of women athletes in one particular sport anywhere in the world. Have each group use its information to create a display that tells the story of these trailblazing women athletes in words and pictures. Hold a "Women in Sports" day and allow visitors from other classrooms to tour the exhibits.

LINKS:
http://www.cricket.org/
http://www.britannia.com/sports/cricket/cricket3.html
http://fiat.gslis.utexas.edu/~lewisa/womsprt.html

International Desk Extra : International Desk Extra

1. Why are Egyptian authorities demanding that camel and horse owners move their animals away from the Great Pyramids? Why are the owners complaining about this demand? How do tourists interviewed in the video feel about this regulation? How might the regulation change the experience of a visit to the Pyramids? Do you agree with the authorities or the animal owners in this case? State your rationale.

LINKS:
http://www.dynasty.net/users/jmoats/giza/
http://www.nauticom.net/users/ata/message/910.html

EDITOR'S NOTE:
cricket
pitch
MCC
honorary
Seven Wonders
aesthetic
plateau
Great Pyramids

WORLDVIEW

FYI : FYI

1. What is logging? Why has the Chinese government outlawed logging? According to the video, what is the relationship between logging and flooding in China? What are some potential consequences of China's logging legislation for jobs, local businesses which rely on timber, for government spending, and for the environment? Have students create lists of short and long-term effects for both the continuation of logging in China and for implementing legislation to ban all logging. The article from the first Internet site below may offer some assistance. Ask: In this case, do the intended ends of the Chinese government's legislation justify the means? Discuss.

2. Have students use the third Internet site to research the history of logging in the United States. Ask: What laws does the United States currently have regarding logging? What are the issues fueling the logging debate? How do these issues compare with those faced by China? Generate a class discussion about the logging issue

using the remaining Internet sites. Then have students work in groups to come up with a compromise to address the debate between the loggers and the "environmentalists." Is a compromise possible? For one sample compromise, read the article from the fifth Internet site. Direct students to write to their local representatives sharing their perspectives on the logging debate. Instruct them to be sure to include any references to how logging legislation could affect your community and/or your state.

LINKS:
http://www.tibet.ca/wtnarchive/1998/8/30.html#1
http://www.betterworld.com/BWZ/9602/act.htm
http://www.edsanders.com/logging/history.htm
http://www.ezl.com/ppg/factshee.htm
http://www.kentuckyconnect.com/heraldleader/news/012998/fm3logging.html

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Inside Europe : France Public Service

1. Who is Loic Hennekinne? For whom does he work? Why is his job called "public service?" Who pays his salary? How is public service differentiated from the private sector? In France, what percentage of the population works in the public sector? Name three jobs in France that are considered public service. Name a few private sector jobs. According to the video, most people who work in the public sector "earn less than equivalent jobs in the private sector." Why do you think this is true? How is salary determined in each case?

2. Use examples from the video to discuss some reasons why someone in France might prefer a public sector job to a higher-paying private sector job. What appears to be the biggest advantage to working in public service in France? Why? Why is there greater job security in public service than in private? What percentage of France's gross national product supports public sector jobs? Based on the first Internet resource, how does the government of France plan to create even more government jobs? According to the video, why might this present a problem for the French government? What are the pros and cons of "big government?"

3. Direct students to compare the public sector in France with that in the United States. Have them contact their local, state and national governments to find out what percentage of jobs in the United States are in the public sector versus the private sector. What percentage of the United States Gross National Product goes to funding public sector jobs? How do you account for the differences between the economies of France and the United States? Based on the information gathered from the video and Internet resources, have students argue for or against creating more government jobs in the United States.

LINKS:
http://comptons2.aol.com/encyclopedia/ARTICLES/00836_A.html
http://www.theage.com.au/daily/980213/news/news18.html
http://www.pse-net.com/joblistingfunc.htm
http://www.ccsd.ca/psdowne.htm

Culture Watch : Hong Kong's Snoopy Mania

1. Why are people in Hong Kong lining up at the McDonalds? What is the "black market?" Why is there a Snoopy black market? According to the video, why is there a Snoopy mania in Hong Kong? Have students read the Net News article from April 1997 announcing the McDonald's promotion of Happy Meals with Beanie Babies from the Internet site. Ask: Why do you think these promotions are so successful? How do you account for Snoopy mania in Hong Kong and Beanie Baby mania in the United States?

LINKS:
http://www.beaniemom.com/

EDITOR'S NOTE:

Sichuan
Yangtze River
silt
merger
public service
GNP
power elite
black market

NEWSROOM CHRONICLE

Space Beginnings : Space Beginnings

1. What other events were taking place when John Glenn made his first flight into space? What event "bruised" the self-confidence of America? Explain what CNN's Garrick Utley means when he calls this period "the coldest years of the Cold War." How did John Glenn and the astronauts who followed him restore American confidence?

2. How would you describe the "space race?" How did it become a kind of high stakes international game for the U.S. and the Soviet Union? What challenge did President Kennedy issue in 1961? Was his dream fulfilled? Explain.

3. Challenge students to investigate what life was like in the U.S. in 1962, when John Glenn climbed into the Friendship 7 capsule and became the first American in space. What kinds of music, fashion, entertainment were a part of everyday life in the U.S. then? What events were taking place around the world? How much did everyday items (a loaf of bread, a new car) cost consumers? Students may wish to conduct interviews with older family members or conduct research to learn more about life in 1962. Then have students find similar information about life in the U.S. today, as John Glenn makes his return trip to space. Have each student create a comparison chart, poster, or collage illustrating John Glenn's world, then and now. Post student work around the classroom.

LINKS:
http://www.pathfinder.com/@@mNUIqQAAAAAAA4q/Life/covers/1962/cv030962.html
http://www5.cddb.com/xm/cd/rock/310ced16.html
http://www.thespaceplace.com/history/mercury/mercury06.html

EDITOR'S NOTE:
Cold War
Sputnik
Soviet Union
Yuri Gagarin
Friendship 7
Chubby Checker
South Vietnam

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

October 28, 1998

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 00:45... 02:00
Top Story ... 02:20... 04:20
NATO's deadline has come and gone, but the threat of airstrikes over Kosovo remains.

In the Headlines ... 01:35... 05:55
SCHROEDER BECOMES NEW GERMAN CHANCELLOR

YOUR DAILY DESK ... 00:45... 06:40
Business Desk ... 02:35... 09:15
John Glenn's shuttle flight prompts interest in a senior citizens' space camp.

Business Desk Extra ... 02:10... 11:25
Halloween is big business!

WORLDVIEW ... 00:30... 11:55
Top of the World ... 02:45... 14:40
Brazil's economic forecast calls for more cloudy weather.

... 03:30... 18:10
A Taiwanese mom meets her daughter for the first time, years after an illegal adoption sent the child to Australia.

Where in the World? ... 02:40... 20:50
Archaeologists explore one of the most important stops on the ancient Silk Road.

Short Take ... 01:10... 22:00
New Delhi residents take to the local oxygen bars for a breath of fresh air.

NEWSROOM CHRONICLE ... 00:30... 22:30
Witch Hunt, Part I ... 04:15... 26:45
CNN Newsroom takes you to the site of the Salem Witch Trials.

CNN NEWSROOM CLOSE ... 01:15... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : No More Deadline

1. What is NATO doing now that the deadline it imposed on Yugoslav President Milosevic has passed? What is a "rapid reaction force?" Why do you think NATO commanders have decided such a force is necessary in this region?

2. According to the video, President Milosevic has avoided military strikes for the time being, but NATO warplanes remain ready. The new threat of airstrikes is linked to full implementation of two UN Security Council resolutions. What is the objective of each of these resolutions? Why do you think the War Crimes Tribunal has all but been ignored by Belgrade so far? In your opinion, what is the likelihood of the Yugoslav government complying with these resolutions? Explain. If Yugoslav officials do not comply, do you think NATO should order its warplanes to attack? Why/why not?

LINKS:
http://www.aristotle.net/bosnia/index.htm
http://cnn.com/WORLD/europe/9810/27/kosovo.03/

In the Headlines : In the Headlines

1. Who was sworn in as Germany's new chancellor yesterday? What do we know about Mr. Schroeder's background? How did he compare with his rival, Helmut Kohl, in terms of political experience? What will Mr. Kohl do now that he is no longer chancellor? What challenges await the newly inaugurated Chancellor Schroeder?

2. Use this opportunity to introduce students to Germany's political system. Have them work in groups to learn more about the role of the chancellor in Germany's government, the branches of the German government, and the political parties that vy for power there. Share group findings. Compile group information into a Fact Sheet on Germany's Political System. Keep this resource in the classroom for future use.

LINKS:
http://cnn.com/SPECIALS/1998/09/25/germany.election.future.reut/index.html
http://cnn.com/WORLD/europe/9810/27/germany.schroeder.02/

EDITOR'S NOTE:
Javier Solana
Macedonia
paramilitary
Helmut Kohl
Gerhard Schroeder
Bundestag

YOUR DAILY DESK

Business Desk : Senior Space Camp

1. What are some reasons why senior citizens are participating in space camp? How has John Glenn's scheduled shuttle mission impacted their lives? What do some seniors think John Glenn's shuttle flight will do for the image of senior citizens?

2. Define the term "demographics." How do demographics impact the supply of certain services and products? Challenge students to learn more about the demographics of their community. Is there, for example, a significant percentage of senior citizens in their community? What other demographic groups are represented? Share student findings in class discussion. Next, divide students into groups. Based on what the

class has learned about local demographics, have each group draw up a business plan for a new business in their community. Have each explain its proposal and discuss the demographic rationale for that business.

3. Population statistics tell us that the U.S. is an aging nation. How is this trend likely to impact consumer preferences in music, clothing, food and entertainment? Discuss how consumer lifestyles are likely to be impacted by this trend as the baby boom generation retires. What business opportunities might present themselves as a result of these lifestyle changes?

LINKS:
http://www.census.gov/
http://www.tcf.org/Subject_Browse/Aging_of_America/index.html

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Business Desk Extra : Business Desk Extra

1. Why do you think Halloween generates so much revenue? On what kinds of products do consumers spend their money? How does Halloween compare to other U.S. holidays in dollars spent?

2. What are seasonal items? How do retailers keep these items moving so as to clear shelves and floor space for the next season? Have students work in groups to interview local retail managers, learning more about how retailers handle and move seasonal merchandise. Where is this merchandise located in the store? How and when is it presented to customers? Have groups present their information. Discuss the unique challenges and opportunities offered by seasonal merchandise.

LINKS:
http://www.pathfinder.com/money/latest/press/PW/1998Oct20/55.html
http://www.channel3000.com/news/holiday/halloween/index.html

EDITOR'S NOTE:
demographics
baby boomers
senior citizens
merchandising

WORLDVIEW

Top of the World : Brazil's Economic Woes

1. Why are Brazilians expecting to buy less and earn less this year? Approximately what interest rate are Brazilian banks charging for big-ticket purchases? According to Political Analyst Emir Sader, why is it important to Europe and the United States that the economies of Brazil and Argentina are repaired without any further disaster?

2. How does economist Jose Julio Senna describe the task at hand in Brazil? What is the most urgent reform recommended by the International Monetary Fund (IMF) related to the Brazilian economy? The term "deficit spending" means a government is spending more money than it collects. Countries trying to reduce deficits face difficult decisions regarding where budget cuts should take place i.e., government jobs, civic improvements and social welfare programs. What positive and negative results could result from large-scale cuts in these areas? How does this compare with what will happen without cuts?

3. As countries conduct trade and purchase goods and services from one another their economies become more closely tied together. Have small groups of students investigate how the economies of different countries are related. They should be sure to include at least one country from Asia, Europe, Africa, and North and Latin

America in their research. Next, using the websites below and other print and multimedia sources, have them create an economy web illustrating the economic relationships among these countries. Countries more closely tied together should be closer together on the web. Below their webs, have students explain how the current Brazilian crisis could affect all the other economies on their webs in a contagion or domino effect.

LINKS:
http://cgi.pathfinder.com/time/magazine/archive/1994/940801/940801.economy.html
http://cgi.pathfinder.com/time/magazine/1998/dom/980907/russia_in_crisis.the_pr10a.html
http://cgi.pathfinder.com/time/magazine/archive/1994/940801/940801.economy.html

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: Taiwan Reunion

1. How did Yen Kan's feelings change when she found out that her daughter was going to be adopted by a couple from another country? Was the adoption of her daughter legally processed? How did she find her daughter again? What were her concerns about meeting her daughter, Aimee? What was Aimee's first reaction to the idea of meeting her biological mother? Why did she change her mind? To what questions did this meeting give Aimee a chance to find answers?

Where in the World? : Turkmenistan Silk City

1. Where is the ancient city of Merv located? Why was this area previously inaccessible to archaeologists? How were the ancient cities there located in relationship to one another? How does this add to the site's significance? What is causing these artifacts to fall apart? How are archaeologists trying to raise funds to preserve Merv?

2. Currently China is trying to recreate portions of the Silk Road and some of the ancient silk trading posts. Have your students research this topic and put together a presentation answering the following questions: If you were an ancient silk trader starting at Turkmenistan and traveling east, what would you need to bring with you to trade for China's silk? Draw a map of the route you would take. What would you and your Chinese trader counterparts be wearing? For what other considerations (for example, protection from marauders) would you have to prepare?

LINKS:
http://www.mfa.gov.tr/GRUPE/silkroad.htm
http://www.alumni.caltech.edu/~pamlogan/silkroad/.index.html

Short Take : India Oxygen Bar

1. What is an oxygen bar? Why are many New Delhi workers escaping to their local oxygen bar? How much do patrons pay for a whiff of nearly pure oxygen? What benefits do they say they get for their money? Why do some medical professionals think the oxygen bars are not a good idea? With whom do you agree? Why? Do you think the bar owners are offering a legitimate product in response to consumer demand, or do you think patrons' money would be better spent in efforts to clean up air pollution? Discuss.

LINKS:
http://www.flstarweb.com/columns/lease/dl121397.htm
http://www.transformbreathing.com/basics/oxygen.html

EDITOR'S NOTE:
interest rates
Henrique Cardoso

public deficit
forged
Merv
Silk Road
archaeology
oxygen bar

NEWSROOM CHRONICLE

Witch Hunt, Part I : Witch Hunt, Part I

1. What happened in Salem, Massachusetts in 1692? How did the hysteria begin? Who was Tituba? How may her culture's beliefs have triggered hysteria in the village of Salem? Describe what took place during the pretrial hearings and examinations of the accused. What was the usual sentence for someone found guilty of witchcraft? How many people had been executed by the time the hysteria ended?

2. Fear and accusations of witchcraft were evident in Europe even before the Salem Witch Trials. Have students work in groups to research these episodes of witch hysteria outside the colonies, and share their findings in class discussion. Discuss how alleged witches were tried and the "evidence" that "proved" their guilt. Which of these practices were brought to the colonies? Why do students think few questioned the validity of the charges or the way alleged witches were tried?

LINKS:
http://www.salemwitchmuseum.com/
http://www.harve.com/mystic/odd-witch-timeline-01.html
http://www.rci.rutgers.edu/~jup/witches/

EDITOR'S NOTE:
Salem Village
hysteria
afflicted
Tituba
voodoo
Gallows Hill

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CNN NEWSROOM Guide

October 29, 1998

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 00:45... 02:00
Top Story ... 03:00... 05:00
John Glenn prepares for his second historic trip into space.

In the Headlines ... 01:35... 06:35
KNESSET OPPOSITION TO PEACE PLAN

YOUR DAILY DESK ... 00:45... 07:20
Science Desk ... 02:15... 09:35
A NASA invention is helping one young woman win her battle with cancer.

WORLDVIEW ... 00:30... 10:05
Sanctions and Iraqi Women ... 03:50... 13:55
U.N. imposed economic sanctions are taking their toll on the women of Iraq.

Taking Care of Business ... 02:40... 16:35
Economic necessity creates an unusual partnership in Cuba.

Who, What, Where? ... 02:50... 19:25
Smart card technology has become part of daily life in France.

NEWSROOM CHRONICLE ... 00:30... 19:55
Witch Hunt, Part II ... 05:55... 25:50
What was behind the hysteria that gripped Salem in 1692?

CNN NEWSROOM CLOSE ... 02:10... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Return to Space

1. What event made John Glenn an American hero? What was the "space race?" Who did Americans perceive were the "good guys" and the "bad guys" in this race? What did John Glenn's flight aboard Friendship 7

"prove" to Americans?

2. Why was John Glenn grounded after his groundbreaking flight? Do you think President Kennedy made the right decision? Explain. What did John Glenn do after quitting the space program? How does he describe himself politically? How does he explain his failed attempt at the presidency? When did he get the idea to request a return flight to space? Why are some critical of his shuttle flight?

3. How do you think John Glenn felt when he was strapped into Friendship 7? What thoughts do you think will be racing through his mind during the launch countdown today? When asked if he was nervous before his mission, Scott Carpenter, one of original Mercury astronauts said, "I don't consider myself brave, I consider myself powerfully curious." What do you think he meant by this? How does curiosity help humans address fear and make great discoveries?

4. How will the physical spacecraft (the shuttle DISCOVERY) in which John Glenn will be traveling be different from the Friendship 7 capsule in which he made his first space flight? Have students work in groups to research the differences, then challenge each to create a side-by-side comparison of some of the major features and their differences. Discuss how far space travel technology has come since 1962.

LINKS:
http://www.detnews.com/1998/nation/9810/28/10280176.htm
http://shuttle.nasa.gov/index.html/
http://www.boeing.com/companyoffices/history/mdc/spcmis.htm
http://www.thespaceplace.com/history/mercury/mercury06.html

In the Headlines : In the Headlines

1. How are some members of Israel's parliament reacting to Prime Minister Netanyahu's peace deal with the Palestinians? Why do they feel he has "sold out" to the Palestinians? From what unlikely source is Mr. Netanyahu now receiving support? Do you think the agreement spells future political trouble for Prime Minister Netanyahu? Explain.

LINKS:
http://cnn.com/WORLD/meast/9810/28/israel.01/

EDITOR'S NOTE:
Friendship 7
John Glenn
icon
Cold War
NASA
"sensible center"
Wye River Agreement
Knesset

YOUR DAILY DESK

Science Desk : Brain Disease Advances

1. What is photodynamic therapy? How does it work? Katie Pedersen's tumor was aggressively malignant, meaning it was growing rapidly and consuming other cells to do so. What other types of therapy were tried before photodynamic therapy? Why do you think they were unsuccessful?

2. What contribution from NASA added to the chances of success? For what was this invention originally intended? It just so happens that the wavelengths of light needed by the plants in NASA's experiment for photosynthesis are the same ones that make certain drugs lethal to cancer tumor cells. What does this say about the necessity for scientists to share their research?

3. Using print and multimedia resources, have small groups of students gather information about other NASA inventions and research that have been repurposed for medical use. These could include the development of special lasers, bone density research and microcamera development. Have groups present their findings to the class. Afterward, discuss what kind of impact this kind of repurposing of technology should have on legislators creating NASA's future budgets.

LINKS:
http://oncolink.upenn.edu/pdq_html/6/engl/600077.html
http://www.pcyc.com/Website/HomePage/markover.htm#anchor5361651

EDITOR'S NOTE:
photodynamics
LED
tumor
malignant
radiation
cancer
probe
cavity

WORLDVIEW

Sanctions and Iraqi Women : Sanctions and Iraqi Women

1. Sanctions are defined by Webster's Dictionary as, "an economic or military coercive measure adopted usually by several nations in concert for forcing a nation violating international law to desist." Why did the United Nations Security Council vote to issue sanctions against Iraq? What were the intentions of the sanctions? According to the video, what effect are these sanctions having on Iraqi women? Distribute the Internet resources depicting various viewpoints on the sanctions against Iraq. What are the arguments for and against sanctions? How does the video either support or refute these statements? Based on these resources, ask students to discuss the effectiveness of economic sanctions against Iraq. Have them write a letter to Madeline Albright, UN Ambassador for the U.S., either offering support for the continuation of sanctions against Iraq or requesting that the sanctions be lifted.

2. Have students write down two or three sentences describing their reactions to the video. What do they think was the intention of the story? Why do they think CNN choose to air it? Do students think that the media can be used to influence public policy? Explain. Have students find stories on UN sanctions against Iraq in newspapers and in news magazines. Do any of these reports tell the plight of women and children in Iraq? Compare how the event is presented in this CNN story with that in the different media. Do any of the presentations make the students feel differently about the event than the other presentations? In what ways? Would you feel differently if you never saw stories about women and children in Iraq, but rather of angry Iraqi men in the streets? Debate the responsibility of the press to report on these stories.

LINKS:
http://www.unicef.org/sowc96/6sanctns.htm
http://www.uh.edu/campus/msa/iraqlet.html
http://cnn.com/WORLD/meast/9808/20/un.iraq/index.html
http://cnn.com/WORLD/meast/9804/26/iraq.un/index.html

Taking Care of Business : Cuba Investment

1. What is happening in Cuba that would have been unthinkable just a few years ago? Why would it have been "unthinkable?" What is meant by a joint venture financial company? Who are the two partners in this joint venture? What is the goal of this joint venture? What does it mean to "invest" in Cuba? Using the Internet resources, students should investigate why it is uncommon to find a capitalist financial institution partnering with a communist government. Based on the information from the story and the Internet sources, students should put together a brief presentation from a representative of Cuba's Banco Popular de Ahorro, to explain to the people of Cuba why this bank has formed a partnership with the Spanish corporation and what this could mean for the people of Cuba.

LINKS:
http://www.cubaweb.cu/invertir/fl0.html
http://www.cubanet.org/CNews/y98/oct98/12e7.htm

Who, What, Where? : France Smart Card

1. What is the "carte vitale?" How is this smart card used in French health system? How does the smart card work for the patient, the doctor and the pharmacy? What benefits does the smart card provide to these three users? What are some other uses of the smart card in France? According to Michael Regerau, what are the short term benefits to using the smart card? How does this card differ from a credit card with a magnetic strip? How do the developers of the smart card evaluate the card's security?

2. According to the video, smart card technology has hardly made any inroads in Britain and the United States. How does David Levy, CEO of Bull Smart Cards, explain this? How does the article from the first Internet resource explain the failure of the smart card in the United States? Ask students to map out the short and long term consequences, both positive and negative, for the introduction of the smart card in the United States. What type of an investment (monetary, hardware, personnel, training, etc.) would the introduction of a smart card create? Based on figures presented in the video, students should create a simple cost-benefit chart for introducing the smart card in the United States on a grand scale. In their final analysis, do students think that the smart card is a good investment? Do the benefits outweigh the costs? What could the consequences be if the United States does not adopt the smart card?

3. Have students make a list of all of the transactions they make every day in which they use some type of electronic card (ATM cards, credit cards, entrance into parking decks and buildings, open doors at hotels, etc.) How do these "automated transactions" affect their lives? Consider the many uses of the smart card illustrated in the video and brainstorm other transactions, not yet in place, that can make use of the smart card.

4. Plato said, "Necessity is the mother of invention." Have students discuss this quotation in light of the smart card. As we near the turn of the century, what "necessities" are technological innovations and inventions addressing? Do these inventions offer automation or do they provide us with valuable information? Are automation and innovation equally as important? Explain.

LINKS:
http://www.ubiqinc.com/LATimes121597.html
http://www.internetnews.com/ec-news/1998/01/2701-set.html
http://www.smartcardintl.com/
http://library.advanced.org/17823/data/tech1989.html
http://www.pbs.org/wgbh/pages/amex/technology/techtimeline/timeline2.html

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EDITOR'S NOTE:

sanctions
dinar
commodity
capitalist
communist
joint venture
majority share
smart card

NEWSROOM CHRONICLE

Witch Hunt, Part II : Witch Hunt, Part II

1. According to historians, how did the Salem witch hysteria get its start? Who was Tituba? Why did she confess to "making a pact with the devil?" Explain how the hysteria grew among the townspeople. What happened to those who confessed to witchcraft? To those who professed their innocence?

2. What was the source of the guidelines for determining the accused's guilt or innocence? Explain how the belief in witchcraft was a cultural phenomenon. How were those found guilty of witchcraft punished in Europe? What lesson was learned by those in the New World who admitted their guilt? How did this lesson strengthen the power of authority in the New World?

3. There are several theories as to why the witchcraft hysteria occurred in Salem in 1692. One involves the belief that a fungus known as ergot attacked locally-grown grain and inflicted those who consumed it with mind-altering illnesses. Another centers around the belief that the accusations were all politically-motivated. Group students, and have each either create its own hypothesis as to the cause of the hysteria or adopt one to investigate. Assist groups in researching what we know about the hysteria to either support or refute that hypothesis. Have members of each group collaborate on a group paper stating its hypothesis, its information, and its conclusion.

4. The term "witch hunt" has been used throughout modern history to explain a politically motivated investigation. Among the most famous applications of this term is McCarthyism. Have students conduct research to learn more about the wave of McCarthyism that swept Washington during the Cold War and share their findings in class discussion. Compare the "witch hunts" of McCarthyism to what happened more than two centuries earlier in Salem. Discuss how unfounded accusations can promote an atmosphere of fear, distrust and scapegoating. Could something similar to Salem or McCarthyism happen again? Discuss.

LINKS:
http://www.nationalgeographic.com/salem/index.html
http://www.ogram.org/17thc/timelines.shtml
http://vet.purdue.edu/depts/addl/toxic/plant14.htm

EDITOR'S NOTE:
Rebecca Nurse
Witch House
The Hammer of Witches
Danvers
mass clinical hysterics
puritanical

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

October 30, 1998

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 00:30... 01:45
Top Story ... 03:40... 05:25
John Glenn becomes the world's oldest space traveler as the shuttle DISCOVERY lifts off on a nine-day mission.

In the Headlines ... 02:50... 08:15
S. AFRICA TRUTH COMMISSION REPORT

YOUR DAILY DESK ... 00:45... 09:00
Editor's Desk ... 02:15... 11:15
Some educators argue that when it comes to computers in the classroom, it's quality, not quantity, that counts.

WORLDVIEW ... 00:30... 11:45
Artistry in Action ... 02:45... 14:30
The street kids of Ho Chi Minh City turn to photography to tell their story.

Inside Africa ... 03:40... 18:10
South Africa's government turns to racial quotas in an attempt to promote equality in the workplace.

Information Please ... 02:50... 21:00
More and more Thais are giving up hope for better economic times.

NEWSROOM CHRONICLE ... 00:30... 21:30
Witch Hunt, Part III ... 05:05... 26:35
The story of the witch hunt draws tourists to modern-day Salem.

CNN NEWSROOM CLOSE ... 01:25... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Return to Space

1. How long has it been since John Glenn first ventured into space? Why do you think so many people turned out to watch this launch? Who were some of the spectators? Why was the launch delayed several times? What mishap occurred on liftoff? Is this problem expected to impact the mission?

2. How many astronauts are on board the shuttle DISCOVERY? What ritual did they observe before leaving for

the launchpad? Who is Scott Carpenter? What variation did he offer on words that were spoken before John Glenn left on his last space flight?

3. What do students know about the history of space exploration? Have them consult the second website below and try their skill at the John Glenn quizzes. Next, challenge the class to brainstorm ideas for a Space Exploration game. The game may be a trivia challenge, a board game requiring some knowledge of space exploration, a crossword puzzle, or any other test of knowledge the class designs. Assist students in researching information for the game and gathering any materials needed to create it. When complete, ask students from another class to "test pilot" the game.

4. Students can keep track of DISCOVERY's whereabouts by consulting the third website below. Have them go to the website and explain the precise location of the shuttle above the earth. Discuss what students think John Glenn and the other astronauts are seeing from their unique vantage point.

LINKS:
http://cnn.com/SPECIALS/space/glenn/games/
http://www.spaceday.com/johnglenn/
http://www.unitedspacealliance.com/live/nasatrack.html

In the Headlines : In the Headlines

1. What is apartheid? With what nation was it most commonly associated until it was abolished in 1989? Who was responsible for the eradication of apartheid? How were these two individuals rewarded for their efforts? What is the goal of the Truth and Reconciliation Commission? Name some of the individuals and parties the commission has singled out for violations. Why did the ANC try to prevent this report from being published? How is Nelson Mandela attempting to diffuse the politically volatile situation following the publication of this report?

2. Divide the class into three groups. Have each group select one of the following to research: (1)apartheid in South Africa, (2)the first democratic elections in South Africa in 1994 or (3)the Truth and Reconciliation Committee's report. Have each group report on its findings. After apartheid, free elections, and attempts at national healing, what do students believe lies ahead for the people of South Africa? Is social harmony a realistic goal for its people? Discuss.

LINKS:
http://www.truth.org.za/
http://www.sojourners.com/soj9803/980352.html

EDITOR'S NOTE:
John Glenn
Walter Cronkite
John Holliman
Apollo 11
Scott Carpenter
drag chute door
apartheid
Nelson Mandela

YOUR DAILY DESK

Editor's Desk : Computers and Education

1. What are many reports indicating about the effect of classroom computers on standardized test scores? Do you believe these findings? Explain. Explain how teacher training is a vital component of computer education for students. Why are students from low-income area schools often at a disadvantage when it comes to effective use of computers?

2. Virginia Edwards of "Education Week" states, "Technology is, after all, only a tool in the education process, not unlike a pencil." Discuss what she means and why she believes technology is just one component of a student's overall education. Some educators worry that the focus on technology overshadows another important dimension of education, the student's emotional growth. Discuss students reaction to this statement.

3. Ask students to consider the pros and cons of technology in the classroom. Divide them into groups and have them research positives and negatives associated with computers and learning. Share group findings in class discussion. Direct each student to write a position paper in response to this question: "Should local and state governments commit millions of dollars to technology in the classroom?" Allow volunteers to read their papers and generate a class discussion about what students perceive should be the role of technology in their education.

LINKS:
http://www.idg.net/idg_frames/english/content.cgi?vc=docid_9-65293.html
http://www.hotspots.hawaii.com/ComputersSchool695.html
http://busboy.sped.ukans.edu/~601/articles/fiasco.html
http://www.ecst.csuchico.edu/~cqueen/edtext.html

EDITOR'S NOTE:
technology
standardized tests
urban
emotional growth
adolescence
interaction

WORLDVIEW

Artistry in Action : Artistry in Action

1. How many children are estimated to be surviving on the streets of Ho Chi Minh City? How many shelters exist to help them? What has caused the widespread poverty in this region? What are these children doing to make a statement about their situation? How might this effort help them financially? How does creating this exhibit give them a "sense of hope?"

2. Do you think a picture really is worth 1,000 words? What techniques do you think these children used to capture their feelings within their photographs? Working in small groups have students create photoessays about topics related to their community. Have each group create a storyboard detailing how the group plans to capture pictures that show certain emotions through body positions, colors, etc. Then have one student in each group supply a camera and have them take turns taking the photographs. When the pictures are ready have each group prepare a creative display poster on which to place the photographs and take turns presenting their storyboard and photo display posters. As a class discuss whether the photos produced the desired effect and how their experience makes them better able to relate to appreciate what Vietnam's street children are trying to do.

LINKS:
http://www.vnhelp.org/street.html
http://www.fodors.com/focus/

Inside Africa : South Africa Affirmative Action

1. How is South Africa attempting to create racial equality in its labor force? What have been the results so far? What inequities still exist? What do you predict to be the response of the Employment Equity Bill from both black and white South Africans?

2. Have students research the history of apartheid in South Africa to gain a better understanding of the current affirmative action initiatives in their historical context. Ask students to make an informed decision as to the ethics and probable effectiveness of the new affirmative action and racial quota system in South Africa. Next have students create their own radio commentaries on audio tape in which they state and support their position on these issues.

LINKS:
http://www.africanews.org/business/stories/19971127_feat1.html
http://www.oneworld.org/ips2/feb/southafr.html

Information Please : Thailand Economic Hardship

1. What is the present economic situation in Thailand? What is responsible for this crisis? How has it affected living conditions? Why do you think the government of Thailand has banned music depicting the hardships of its people? Why do you think some families are willing risk the last of their savings on the lottery? What does the immediate future hold for Thailand's economy?

2. Generate a class discussion about the different ways people deal with hardship and adversity. Have small groups of students research economic hardship situations in different countries and time periods. For example, one group might research the potato famine in Ireland, while another group investigates the Great Depression in the U.S. Have groups find out how the people used music, art, movies, get rich quick schemes, etc. to keep hope and sustain them through these times. Have groups share their research by showing pictures, drawings and playing soundbites (if available) along with a short verbal presentation. In class discussion, compare and contrast the responses in these situations with those in Thailand today.

LINKS:
http://trinculo.educ.sfu.ca/pgm/depress/greatdepress.html
http://www.toad.net/~sticker/nosurrender/PotatCom.html

EDITOR'S NOTE:
Ho Chi Minh City
dignity
anthropology
affirmative action
quotas
apartheid
white collar job
Bangkok

NEWSROOM CHRONICLE

Witch Hunt, Part III : Witch Hunt, Part III

1. Besides the infamous witch trials, what other distinction does Salem, Massachusetts hold? How did the

village change after the French and Indian War ended in 1763? Is the maritime industry vital to the town today? What is Salem's major industry now?

2. What sights might visitors enjoy as they tour Salem? Challenge groups of students to learn more about what Salem has to offer tourists. Direct each group to use its information to create a promotional brochure, video, or website about the sights of Salem.

3. Discuss the lessons to be learned from the Salem Witch Trials. Ask students to consider how a mass hysteria can take hold of people. What do students think would have happened had the townspeople of Salem refused to believe the girls' accusations of witchcraft? Throughout history, what other movements (political, social, religious) have been fueled by mass hysteria? How do students think some individuals are able to incite others to panic and engage in behavior that results in genocide? Conclude by bringing the discussion to a more personal focus: In their everyday lives, how can students avoid being caught up in "mob" mentality?

LINKS:
http://www.ghostwalk.com/
http://www.salemwaxmuseum.com/index.htm
http://nis.accel.worc.k12.ma.us/WWW/Projects/Salem/witches.html

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EDITOR'S NOTE:
maritime
French and Indian War
Nathaniel Hawthorne
reenactment
scapegoat

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